

Term Information

Effective Term Spring 2017

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3150
Course Title Career Preparation for English and Related Majors
Transcript Abbreviation CareerPrepHumMaj
Course Description This elective course helps English majors and students from other Humanities disciplines to explore and prepare for careers after graduation. Students will analyze texts to gain a practical and theoretical understanding of the world of work. They will learn to identify their own strengths and preferences to guide their job activity and career choices.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Humanities major with sophomore standing, or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will identify their education and career goals and use what they have learned in their courses to help them achieve them. Students will demonstrate initiative and maturity in making connections with the world of work.

Content Topic List

- understanding work environments
- undergraduate research and graduate and professional school
- internships, networking, and job hunts
- professional interviews
- writing resumes, cover letters, and portfolios

Attachments

- Curriculum Committee Career Prep.doc: Cover Letter
(Cover Letter. Owner: Lowry,Debra Susan)
- Career Preparation Course Proposal for curriculum committee.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- Concurrence_Form Philosophy (1).pdf: Concurrence
(Concurrence. Owner: Lowry,Debra Susan)
- Full History concurrence and explanation wrt WGSS concurrence.pdf: Concurrence info about History and WGSS
(Concurrence. Owner: Vankeerbergen,Bernadette Chantal)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	04/27/2016 12:08 PM	Submitted for Approval
Approved	Lowry,Debra Susan	04/27/2016 12:15 PM	Unit Approval
Approved	Heysel,Garett Robert	04/27/2016 05:24 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	04/27/2016 05:24 PM	ASCCAO Approval



Department of English

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April 26, 2016

Bernadette Vankeerbergen
ASC Curriculum Committee
CAMPUS

Dear Bernadette,

The Department of English is seeking approval for a new course proposal, English 3150, Career Preparation for English and Related Majors. As the rationale explains, we see this elective course as a means of preparing our students for the next steps in their careers; it has already proved very popular with students and has attracted national attention at a time when we have found that we need to defend the continued relevance of a Humanities degree.

We have successfully completed one pilot section of this course (see appendix 3 for student response data); the second iteration is concluding this week; and we will also be offering the course this Autumn. We're aware that your committee will probably not be able to discuss this proposal until Autumn semester, but we're sending the materials to you now in the hopes that we will be able to obtain approval in time to schedule it as a permanent course offering in Spring 2017.

Our long term goals include developing an online version of this course; we are especially interested in making the course available to regional campus Humanities majors, who often have difficulties finding upper-level coursework within the college. In addition, a few students in other departments have expressed an interest in taking the course. To accommodate these students, we have broadened the title to "Career Preparation for English and Related Majors." We decided not to use the title "Humanities majors" since the focus on careers using the skills of analysis and production of texts seemed less applicable to majors focusing on language. We asked for concurrence from all the Humanities departments with a focus on textual analysis, and no one dissented or even questioned the title. Philosophy used the concurrence form, which is attached; WGSS and Comparative Studies concurred via e-mail. The two-week deadline for concurrences was April 12; to date, AAAS has not responded. History, while apparently not opposed, asked for a clarification, which I provided, but we have not yet received History's final decision (see appendix 4). Should a response from History arrive, we will forward it to you.

We already have some evidence that this course is a good recruiting tool for our college since it demonstrates to students and their families the continued humane and practical value of a Humanities

Major. We hope to be able to add it to our permanent course offering relatively soon. If you have any questions about the proposal, please let me know.

Sincerely yours,

Clare A. Simmons
Professor and Director of Undergraduate Studies
Department of English
The Ohio State University
Simmons.9@osu.edu

Course Proposal:**English 3150: Career Preparation for English and Related Majors****Bulletin Description**

This elective course helps English majors and students from other Humanities disciplines to explore and prepare for careers after graduation. Students will analyze texts to gain a practical and theoretical understanding of the world of work. They will learn to identify their own strengths and preferences to guide their job activity and career choices. Other topics include understanding work environments; undergraduate research and graduate and professional school; internships, networking, and job hunts; professional interviews; and writing resumes, cover letters, and portfolios.

Requirements: Humanities major with sophomore standing, or permission of instructor.

Rationale

The goal of this course is to provide a bridge between the skills acquired in a Humanities major (including critical analysis, oral and written communication, and a considered view of the human experience) and the world of work. At a time when the Humanities are often dismissed as no longer practical or relevant, this course helps students to identify their education and career goals and to use what they have learned in their courses to help them achieve them. "Career Preparation" is thus both supplemental and complementary to the major and to the work carried out by our undergraduate advisors. Having successfully piloted the course once, and with a second well-enrolled course currently in progress, the Department of English would now like to add it to our permanent course offerings. Student response to the first time the course was taught was strongly positive. Moreover, the concept has already attracted national attention; Professor Debra Moddelmog, Chair of English; advisor Ruth Friedman, who played a leading role in conceiving and developing the course; and Jenny Patton, who has taught the course this year, have been invited to give a presentation at the 2016 ADE Summer Institute.

We are seeking approval for a 3000-level course because this seems appropriate both to the intellectual content and to the point in students' programs when the material will be of most benefit. Students will spend only a limited amount of class time on the kind of critical analysis we expect in a 4000-level English class; they are nevertheless expected to demonstrate initiative and maturity in making connections with the world of work. A 3000-level designation should also encourage students to take the course before their senior year so that they may best be able to make use of what they learn to obtain internships, plan research projects, and prepare for the job market. Nevertheless, the course will also be open to seniors who are nearing the end of their programs and who are wondering what to do next.

Concurrences

The course is designed for English majors and others in the College of Humanities where the main focus is on critical analysis, study of culture and values, and extensive writing. We anticipate developing formats so that the course can be available to students on the regional campuses, where extra courses in Humanities are sometimes hard to find. We therefore requested concurrences from the other departments in the Humanities that focus on the analysis of texts. To date, Philosophy and Comparative Studies have both concurred. AAAS did not respond; WGSS offers no opposition. We are still waiting for a final response from History and will forward it when we have it (correspondence attached).

Course Structure

The course would meet weekly (165 minutes per meeting) for a 13-week period. The course will not count towards hours for the major; however, because many English and other Humanities majors need additional upper-level credit beyond the major requirements to meet the university's minimum requirement of 39 upper division hours,

3150 is still very likely to enroll at capacity. The two pilot sections offered to date have been well enrolled. The course would be non-repeatable.

Outline of Course

The first five weeks of the course are designed to engage students in an examination of their individual strengths and preferences (as related to work and work environments); the kinds of organizations for which they can and might want to work; the jobs available within and beyond these organizations; and the experiences (e.g., internships, research projects, and graduate degrees), skills, networks, and information they may need to secure these jobs. The next three weeks will prepare students to begin the internship/job search: In addition to learning how to prepare effective resumes and cover letters, they will examine and revise their online presence; develop narratives that explain and give shape to their work histories, interests, and skills; and secure three professional references. The remaining four weeks will focus on the internship/job search itself (i.e., how to find and interpret position postings, complete online applications, answer supplementary questions, prepare for and behave during interviews) and what to expect during those first few days, weeks, and months on the job. Rather than have a final class meeting in the fourteenth week, students will prepare for and participate in a graded hour-long mock interviews followed by the submission of a detailed and appropriate thank you letter.

Assessment

Students' knowledge and understanding of the course topics and concepts will be tested at the beginning and conclusion of the course (in addition to the standard SEIs and discursive evaluations). The data collected will be available for review by the Chair, the Director of Undergraduate Studies, and the entire departmental community, and we will use this data to shape and retool future offerings of the course. We would also seek to interview students two years after graduation to gain their retrospective view of its value to their career development.

Prerequisites

Seats in this course are reserved for Humanities majors with sophomore-level standing or above. Other interested students may enroll with instructor permission.

Enrollment Capacity

Because of the high advising quotient, enrollment should be capped at 24 students.

Instructors

The ideal instructor for this course would have some work experience outside academia; some knowledge of the English major and of academic advising (although our regular advisors will also be resources for the course); and some experience with interview processes. So far the course has been taught by Associate Faculty member Jenny Patton, who has experience in corporate communications and technical writing. Because the course is at the 3000-level, it can be taught by regular faculty; associated faculty; and possibly even advanced graduate students who have some career experience. Faculty members Jonathan Buehl, Frank Donoghue, Alan Farmer, Debra Modellmog, and Clare Simmons have expressed interest in teaching the course. This course will be offered under the direction of the Department Chair and the Director of Undergraduate Studies.

Facilities Required

The course should be offered in a classroom with at least 24 student seats and a computer and projector.

Appendices

- 1) A sample syllabus, including all course topics and assignments, as taught by Jenny Patton.
- 2) A reading list.

- 3) Student response data from Jenny Patton's Autumn 2015 course, the first time the course was piloted.
- 4) Concurrences.

Appendix 1

Career Preparation for English and Related Majors English 3150 (3 credit hours)

<p style="text-align: center;">Class Meetings</p> <p>Mondays, 2:00 – 4:45 p.m.</p>	<p style="text-align: center;">Instructor, Contact Information, and Office Hours</p> <p style="text-align: center;">Jenny Patton</p> <p style="text-align: center;">Office Location: 503 Denney Hall, Patton.220@osu.edu</p> <p style="text-align: center;">Drop-In Office Hours: Mon. 12:30-1:30 p.m. (Denney 503)</p> <p style="text-align: center;">By-Appointment Office Hours: Wed. 1:00-3:00 p.m. (Heirloom Café)</p>
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Description

This course is designed for English majors interested in exploring and preparing for their post-graduation career options. We will begin by reflecting on individual students' strengths and preferences and thinking about job activities and careers that might complement these. We also will examine specific work environments (e.g., corporations and non-profits); the value of attending graduate or professional school; and the role that internships, undergraduate research, and networking play in career development and advancement. In addition, we will look at how to organize and manage an internship/job search; how to put together strong resumes, cover letters, and portfolios; and how to interview well over the phone, via Skype, and in person. (Note: This syllabus was created by Ruth Friedman; Jenny Patton has made minor adjustments to it.)

Materials and Texts

Required course readings will be posted on Carmen (carmen.osu.edu). Students will be expected to have these readings with them for reference during class discussions.

Requirements

Regular attendance (see policy below)

Active class participation (10% of final grade)

Weekly readings/writing assignments/quizzes (30%)

Resume Assignment (15% of final grade)

Cover Letter Assignment (15% of final grade)

Interview and Thank You (30% of final grade)

Course Policies

Attendance

Attendance at each class meetings is required. Each absence results in a five-point reduction of your overall grade for the course. You will be counted absent if you arrive more than 10 minutes late to, or leave early from, class.

Participation

Participation in class discussions, small-group activities and a conference is required, not optional: complete the appropriate reading and related assignments and come to class ready to discuss them. In order to be able to judge student participation, I must have some record to consider—it is impossible to compare something to nothing. Hence, I reserve the right to call on people during class. Anything that prevents you from being able to participate in or engage with the activities of the class—sleeping, texting, browsing the web on a laptop—will negatively affect this aspect of your grade. Remember that just being present in class is not the same thing as *participating*: just attending every class but not contributing would earn you roughly a “C” for the participation component of your grade.

University Policies

Grading Scale

A	93+	C+	79-77
A-	92-90	C	76-73
B+	89-87	C-	72-70
B	86-83	D	69-60
B-	82-80	E	59-

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. If you have any questions about academic integrity, please contact me, or consult the COAM’s helpful website (oaa.osu.edu/coamfaq.html).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Meeting Schedule and Assignments

Week 1

01/11/2016 – Introductions, Course Goals, and Syllabus Review

In class: We will introduce ourselves to one another and talk through the goals and requirements of this course. Students will complete a pre-course survey designed to tell us where you are in your undergraduate career; the kinds of extracurricular, work, and leadership experiences you’ve had; the jobs and careers with which you’re already familiar; and the jobs and careers about which you’d like to know more.

Assignment 1 of 2: Complete the Myers-Briggs Type Indicator online: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>. Read about your results, and upload a one-paragraph reflection about your “type” to Carmen by **11:59 p.m. Thursday, January 14**. *What were your results? What’s your reaction to your results? Do they line up with your expectations? If you have taken this test before, did your results vary or match up with previous results? What do you make of that?* Bring your results and your paragraph with you to class on 1/25/16.

Assignment 2 of 2: Interview a family member or friend currently working in a full-time position. Record or take notes on their answers to the following questions:

- What is the person’s job title and for what organization does he/she work?
- Where does the person work? What kind of office set-up does he/she have?
- What does this person spend the workday doing (e.g., answering emails, drafting memos, fielding phone calls, sitting in meetings, leading meetings, researching concepts and preparing summaries, or filling out paperwork)? How much time does he/she typically devote to each of these tasks/activities (e.g., 2 hours answering emails or 3 hours attending meetings)?
- Who decides what the person spends time doing each day?
- What does he/she like about this current position?
- What does he/she wish were different?
- Does the person feel that this position is a good match for him/her? Why or why not?

Prepare a one- to two-page summary (single-spaced, 12-pt. Times New Roman) of the above information and upload it to Carmen no later than **11:59 p.m. on Sunday, January 24**.

01/18/2016 – Martin Luther King, Jr. Day – No Class – University Closed

Week 2

01/25/2016 – Thinking About Your Future: What Will You Need on a Daily Basis to Succeed at Work?

In class: We will engage in small-group exercises designed to foster our discussion of the MBTI, its helpfulness, and the value of examining and remaining aware of your skills, preferences, and interests when deciding whether to pursue a particular internship, job, or career. Some of you will be invited to talk more about the daily work life of your family/friend interviewees and whether these positions appear to match their skills and preferences.

Assignment 1 of 2: Read Chapter 7: “Freelancing for a Living” (pp. 138-154) of Tim Lemire’s *I’m an English Major—Now What?* (Writer’s Digest Books, 2006) and familiarize yourself with www.upwork.com by reviewing its home page and “How It Works” page, which has the headline “Build your freelance business.” Scroll down and read the Frequently Asked Questions (FAQs). Be prepared to complete a short quiz on this material at the beginning of class on 2/1/16.

Assignment 2 of 2: Access the *Occupational Outlook Handbook* managed by the U.S. Bureau of Labor Statistics and available at <http://www.bls.gov/ooh/>. Using the “Search Handbook” field, **pick two** jobs or career fields about which you want to know more (e.g., librarian, communications, public relations, advertising, technical writer, public affairs, high school teacher, editor, etc.). Read through all the information available about your two jobs/career fields by clicking on the following tabs: “Summary,” “What They Do,” “Work Environment,” “How to Become One,” “Pay,” “Job Outlook,” “Similar Occupations,” and “More Info.” Post the following information about each of your two jobs on Carmen no later than **11:59 p.m. on Sunday, January 31**: (a) job title, (b) level of education needed, (c) brief description of work environment (sentence or two), (d) pay range (lowest to highest), and (e) how employment in this job/career is expected to grow from 2012-2022 and whether this projected growth is slower or faster than the average for all occupations.

Week 3

02/01/2016 – Thinking About Your Future: Internships, Undergraduate Research, and Freelance Writing

In class: Students will complete a **short quiz** on the assigned readings, and we will discuss freelance writing and query letters. Dr. Clare Simmons will speak to us about undergraduate research opportunities. In addition, we will have two other visitors to share their experiences—a young English major alum with a full-time job who completed internships and current graduate school student who was involved in an undergraduate research/creative project. Finally, the class will engage in a discussion about internships and share results of the *Occupational Outlook Handbook* activity.

Assignment 1 of 2: Think about the conversation we've just had regarding the value of internships and undergraduate research. Complete just **one** of the following two tasks: (1) Find at least three internship/job postings or internship/job programs online that interest you and create a half-page summary that includes the internship position and organization, deadlines for applying, responsibilities, and application materials requested. (2) Find at least three Ohio State faculty members online whose teaching and research interests relate to a research or creative project that you'd like to pursue and create a half-page summary that explains why each of these people and their work dovetails with your imagined project. Upload your summary to Carmen no later than **11:59 p.m. on Sunday, February 7.**

Assignment 2 of 2: Read Chapter 8: "Going Corporate" (pp. 155 – 182) and Chapter 9: "Other Options" (pp. 183-206) of Tim Lemire's *I'm an English Major—Now What?* (Writer's Digest Books, 2006). Be prepared to complete a short quiz on this material at the beginning of class on 02/08/2016.

Week 4

02/08/2016 – Thinking About Your Future: Where Could You Work? What Could You Do for a Living?

In class: Students will complete a **short quiz** on the readings taken from Lemire's *I'm an English Major*. We will continue talking about the info available through the *Occupational Outlook Handbook* before engaging in a lengthier discussion of the Lemire readings and the advantages and drawbacks of working for corporations, non-profits, government organizations, universities/colleges, and other kinds of institutions. We'll discuss "boardroom buzzwords" to avoid, engage in a corporate research workshop, and discuss soft/hard skills. For the last hour of class, we'll take a "field trip" to the Billy Ireland Cartoon Library & Museum for a career presentation from Associate Curator Caitlin McGurk.

Assignment 1 of 2: Read Chapter 3, "Higher Ed: Nobody Goes Back to School" (pp. 43 – 65) of Tim Lemire's *I'm an English Major—Now What?* (Writer's Digest Books, 2006); Cecilia Capuzzi Simon's "R.O.I." (New York Times, 22 Jul. 2011); and Stephen Burt's "Should You Go to Grad School?" (*Slate*, 8 May. 2014). Be prepared to complete a short quiz on this material at the beginning of class on 02/15/2016.

Assignment 2 of 2: Create a comprehensive list of your current soft and hard skills using the example list you received in class. Then, develop a list of soft and hard skills that you don't have but feel like you'll need. Upload your lists to Carmen no later than **11:59 p.m. on Sunday, February 14.**

Week 5

02/15/2016 – Thinking About Your Future: What About Graduate School?

In class: Students will complete a **short quiz** on the assigned readings. After reviewing soft/hard skills, we will then discuss the value of graduate and professional school both in terms of career exploration, career advancement, and future earning potential. We'll also talk briefly about the materials, experiences, recommender relationships, and test scores needed to put together a strong application. During the last hour of class, we'll hear from a panel of graduate students currently enrolled in the following kinds of programs here at Ohio State: English PhD, MFA in Creative

Writing, MEd in English Education, Law School, and Master's in Social Work. *Note:* This visitor list will be adjusted to reflect students' career interests as indicated on the pre-course survey.

Assignment 1 of 2: Imagine that you decide to pursue a graduate degree in the future and that you need three recommendation letters, at least two of which must be written by faculty members who can comment on your ability to do graduate-level work. Create two half-page summaries (single-spaced, 12-pt. Times New Roman), one for each of your two faculty recommenders. Each summary should address the following questions: Who is the faculty recommender? What is his or her rank (i.e., is he/she an assistant, associate, or full professor or an auxiliary faculty member)? How does this faculty member know you (i.e., which class(es) have you taken with this person)? What kind of student were you in the class? What grade did you receive? What is the faculty member likely to say about you and your work? What materials will you give him/her to help them remember you and your work? Post your summaries and paragraph on Carmen no later than **11:59 p.m. on Sunday, February 21.**

Assignment 2 of 2: Read Thomas L. Friedman's "How to Get a Job at Google" (*New York Times*, 22 Feb. 2014), "How to Get a Job at Google, Part 2" (*New York Times*, 19 Apr. 2014), and Guy Raffa's "What the Head of Hiring at Google Doesn't Understand About Skills" (*The Chronicle of Higher Education*, 28 May 2014). Be prepared to complete a short quiz on this material at the beginning of class on 02/22/16.

Week 6

02/22/2016 – Thinking About Your Future: Informational Interviews, Networking, and Online Research

In class: We'll begin class with a **short quiz** on the readings followed by a discussion of them. We'll also talk about how difficult it was to locate internship/job postings and faculty profiles online; this will lead us into a discussion of the importance of online research skills to all jobs and professions. We'll then move on to talk about informational interviews—what they are, why they're useful, and how to request and conduct one. We'll conclude with a discussion of online and in-person networking. Class will be dismissed at 4 p.m. today to accommodate one-on-one meetings with students who are unavailable to meet on Wednesday afternoons.

Assignment 1 of 2: Locate someone online (or through your in-person network) whom you'd like to email about setting up an informational interview. Using a Word document, draft an email requesting an informational interview with this person (DON'T SEND IT YET) and include the person's name, title, organization, and email address at the top of the document. Upload this document to Carmen no later than **11:59 p.m. on Sunday, February 28.**

Week 7

02/29/2016 – Prepare for the Search: Resumes

In class: We will have a guest speaker today who specializes in best practices for strengthening and polishing resumes. We'll also talk about how to tweak your resume depending on the type of positions to which you're applying. Additionally, students will have workshop time to get started on their resumes while having the opportunity to ask me questions. During the last hour of class, we'll have a forum to discuss some "off the syllabus" topics: parental expectations, boundaries at work, creating a spending plan, avoiding burnout, or work-life balance. Students will vote on which 2-3 topics they'd most like to discuss.

Assignment 1 of 2: Using the sample resumes provided, create/revise/update your resume based on the guidelines and X, Y, Z format discussed in class. Do not use any kind of resume template; instead, use a blank Word document. Your resume will likely fit on a single page; however, if you need to go onto a second page to fully capture your experience, that's fine for now. Once your

resume is complete, save it as a PDF file. Upload this file to Carmen no later than **11:59 p.m. on Sunday, March 6 and bring a printout to class for peer review on 03/07/16.**

Assignment 2 of 2: After you've received feedback on the draft of your email requesting an informational interview, revise that draft and send the email out to the person with whom you want to meet. Print out the email showing the sent date/time and **bring it to class** on 03/07/2016.

Week 8

03/07/2016 – Prepare for the Search: Cover Letters and Portfolios

In class: We will begin by looking at some of your posted resumes together and discussing best practices for strengthening and polishing these documents. Later, we will break into pairs and go through one another's resumes line by line, correcting mistakes, asking questions, and providing feedback as appropriate. Next, we'll talk about the role that cover letters do (and don't) play in organizations' recruitment processes. We'll also look at example cover letters and discuss best practices for putting those letters together, particularly at this early stage in students' careers. We'll gain exposure to a range of opportunities through a Field Exploration activity and conclude with a discussion of portfolios and the materials that work best as part of portfolio submissions.

Assignment 1 of 3: Revise your resume in keeping with our best practices discussion and the feedback you received from your peer reviewer(s). *Important note:* Creating a well-written and coherent resume takes time, thought, and attention to detail. You will be using this resume (or versions of it) to secure internships/jobs in the future, and I encourage you to put together the strongest document possible. Once your resume is fully revised and polished, save it as a PDF file. Upload it to Carmen no later than **11:59 p.m. on Sunday, March 20 and bring printout to class.**

Assignment 2 of 3: Following the guidelines we discussed in class, create a cover letter that responds to an entry-level job description that appeals to you. Do not use any kind of letter template; instead, use a blank Word document (single-spaced, 12-pt. Times New Roman). Your letter will likely fit on a single page; however, if you need to go onto a second page, that's fine for now. *Important note:* As with the resume, creating a well-written and coherent cover letter takes time, thought, and attention to detail. You will be using this cover letter (or versions of it) to secure internships/jobs in the future, and I encourage you to put together the strongest document possible. Once your cover letter is fully revised and polished, save it as a PDF file. Upload this file to Carmen no later than **11:59 p.m. on Sunday, March 20 and bring a printout of it to class on 03/21/2016 for peer review.**

Assignment 3 of 3: Now that you've polished your resume, create and polish an account for yourself on the ASC Career Services FutureLink jobs and internship database (<http://asccareerservices.osu.edu/futurelink>) and on LinkedIn (<https://www.linkedin.com/>). You may, of course, choose to make your LinkedIn account private or public. Print out copies of both your FutureLink and LinkedIn accounts and **bring those with you to class** on 03/21/2016.

03/14/2016 – Spring Break Week – No Class

Week 9

03/21/2016 – The Search: Interpret Postings, Complete Online Applications, Secure References

In class: We will break into pairs and go through one another's cover letters line by line, correcting mistakes, asking questions, and providing feedback as appropriate. We'll talk about the process of selecting and securing references. We'll engage with a presentation on where and how to find job and internship postings online and how to organize your search. We'll also look at a variety of postings together so that you have a better sense of what employers are seeking and whether or not you should apply for certain positions. We'll discuss the difference between required and desired qualifications and how to determine whether you meet these. We'll then break into small groups and

review several mock job applications before coming back together to discuss what does and doesn't work among these samples.

Assignment 1 of 2: Find “15-20 Somethings” (jobs/internships/grad school programs/overseas teaching or volunteer opportunities/etc.) of interest to you. Create a listing for each item in a Word document that includes the job title, school or organization name, a link to the online posting, and a brief explanation (1 – 3 sentences) about why the opportunity interests you and why you're qualified to apply. Upload this document to Carmen no later than **11:59 p.m. on Sunday, March 27.**

Assignment 2 of 2: Create a references document for use in your internship/job hunt. Three references should be listed, and each entry should include the person's name, job title, employer name, work mailing address, email address, and phone number. Before you share this list with a potential employer, be sure to contact these individuals to confirm that they are available and willing to serve as references for you.

NOTE: Don't forget to watch out for a response from the person you emailed about an informational interview. If you receive a response, go ahead and schedule that interview, and be prepared to share this information with me in class on 03/28/2016. If you haven't received a response, let me know during class on 03/28/2016, and we'll come up with an alternative contact.

Week 10

03/28/2016 – The Search: Polish Your Online Presence, Interact with LinkedIn, Develop Narratives

In class: We will begin with a discussion of the challenges involved in locating “15-20 Somethings” of interest to you (assignment due last night) and also review together some of these postings. We'll talk about the importance of maintaining a professional presence online and engage with a presentation: “What you most need to know about using LinkedIn: The Dos and Don'ts.” After that, we'll participate in several small-group exercises designed to help you create professional narratives/stories about your work histories, skills, and interests to use online and during the interview process. During this time, you will begin crafting your “3D Bios.”

Assignment 1 of 3: Revise your cover letter in keeping with the feedback you received from your peer reviewer(s). Save it as a PDF file and upload it to Carmen no later than **11:59 p.m. on Sunday, April 3 and bring printout to class.**

Assignment 2 of 3: Make sure that your online presence is professional and appropriate. First, determine what a potential supervisor or employer could find out about you through Google (be sure to look through all the results), Facebook, LinkedIn, Twitter, Pinterest, etc. Then, revise your privacy settings across all these social media and communications platforms so that only appropriate information remains publicly available. Complete your clean-up no later than **11:59 p.m. on Sunday, April 3.**

Assignment 3 of 3: Finish and submit your 3D Bio that we began in class. As a reminder, you'll submit a dynamic, *concise* bio about yourself for your LinkedIn profile. Start with something engaging (a question, quote, statement, or even a few words that describe who you are). Next, fill in the details, weaving elements from the various “buckets” we reviewed (accomplishments, values, statistics, differentiation, etc.) into a compelling narrative about you. Mix up content from the different categories to enhance the storytelling style. Close with a call to action: tell your audience what you want them to do or where they can go to get more information. Submit your 3D bio to Carmen no later than **11:59 p.m. on Sunday, April 3.**

Week 11

04/04/2016 – The Search: Phone, Skype, and In-person Interviews

In class: Before we dive into “The Search” portion of today’s curriculum, we’ll engage in an Entrepreneurial Workshop to explore how others have created their own companies and brainstorm ideas of our own. Often the path to entrepreneurial ventures is experience working for others. With that in mind, we’ll move to a presentation on interviewing—the kinds of questions asked by potential employers, best practices for responding, and what candidates should and shouldn’t ask. We’ll also talk about practices for performing well during phone, Skype, and in-person interviews. We’ll then engage in some interview role-play before concluding the class with a discussion of thank-you letters and other forms of post-interview follow up.

Assignment 1 of 2: Write out your answers to 7 of the 10 interview questions you were given in class. *Note:* These questions were designed for candidates applying for an entry-level administrative position in The Ohio State University Department of English. Your answers should include specific narratives that reveal to the reader who you are, your skills and experiences, and what kind of employee you would be. Post the document containing your answers on Carmen no later than **11:59 p.m. on Sunday, April 10.**

Assignment 2 of 2: A selection of readings on interviewing and work cultures will be assigned and available on Carmen. Be prepared to complete a short quiz on this material at the beginning of class on 04/11/2016.

Week 12

04/11/2016 – On the Job: Work Cultures

In class: Students will complete a **short quiz** on the assigned readings. Then, we’ll draw on today’s readings as we examine the concept of a work culture and how to succeed in a variety of workplaces. We will discuss several of your responses to the assigned interview questions and how these answers could be strengthened. Next, we’ll engage in in-person interview practice among peers. Additionally, we’ll discuss expectations for next week’s out-of-class Peer Skype Sessions.

Assignment 1 of 2: Prepare for your Skype interview to be conducted during class time on 04/18/16.

Assignment 2 of 2: Write a one-page summary (single-spaced, 12-pt. Times New Roman) about what you learned during your informational interview. Include the person’s career, current job, daily work responsibilities, and work environment. Also, share how you feel about this job/career field after this conversation. Post your summary on Carmen by **11:59 p.m. on Sunday, April 24.**

Week 13

04/18/2016 – Peer Skype Interviews

We will not meet as a class today. Instead, you and a partner will conduct mock interviews for one another via Skype based on the guidelines detailed in class on 04/11/16.

Assignment 1 of 2: Write a one-page summary about your Skype interview. How was interviewing over Skype different from your in-person practice interview? Did your partner meet the expectations detailed in class on 04/11/16? What was beneficial and challenging about this activity—from the side of the interviewer and from the side of the interviewee? What did you learn about yourself that can help prepare you for your graded in-person Mock Interview during finals week? Post your summary on Carmen by **11:59 p.m. on Sunday, April 24.**

Assignment 2 of 2: Prepare three questions for the panelists who will participate in our class on 04/25/16. Post your questions to Carmen no later than **11:59 p.m. on Sunday, April 24.**

Week 14

04/25/2016 – On the Job: Advice From Area English Major Alumni

In class: During our final class, we will hear from several English major alumni working in various sectors throughout the Columbus area. You will have an opportunity to ask one or more of the questions you prepared for these individuals, and all students will be expected to participate in the conversation. We will also talk more about on-the-job situations and your final projects, which will consist of an hour-long mock interview. Students will complete end-of-course evaluations as well.

Assignment: Prepare for your mock interview. Remember to have copies of your cover letter, resume, and references with you at the interview and to wear appropriate attire.

Finals Week – Mock Interviews

Final Project: Students will participate in their scheduled **one-hour mock interviews** sometime between 04/27/16 and 05/03/16. Priority time slots go to graduating seniors. After that, sign-ups will operate on a first-come, first-served basis. Note that appropriate interview attire is required. Students must upload a **post-interview thank-you letter** to Carmen **within 24 hours of completing their interview**.

Appendix 2: Reading List

Reading List for Career Preparation

Lemire, Timothy. *I'm an English Major—Now What?* Cincinnati: Writer's Digest Publications, 2006.

Brooks, Katharine, *You Majored in What?: Mapping Your Path from Chaos to Career*. New York: Plume/Penguin, 2010. Print.

Sher, Barbara. *I Could Do Anything If I Only Knew What It Was: How to Discover What You Really Want and How to Get It*. New York: Dell, 1994. Print.

“How to Get a Job,” Thomas F. Friedman, *The New York Times*, May 28, 2013.

“How to Get a Job at Google” parts 1 and 2 Thomas F. Freidman, *The New York Times*, February 22, 2014 and April 19, 2014; plus online discussion.

“What the Head of Google Doesn't Understand about Skills.” Guy Raffa, *Chronicle of Higher Education*, May 28, 2014.

People Skills

<http://www.forbes.com/sites/jacquelynsmith/2013/11/15/the-20-people-skills-you-need-to-succeed-at-work/>

References

<http://www.careernook.com/2014/02/references-sample-how-to-create-a-reference-list-sheet-for-job-interviews/>

Appendix 3: Student response data from the first pilot

ENG 5194 Survey Report

January 5, 2016

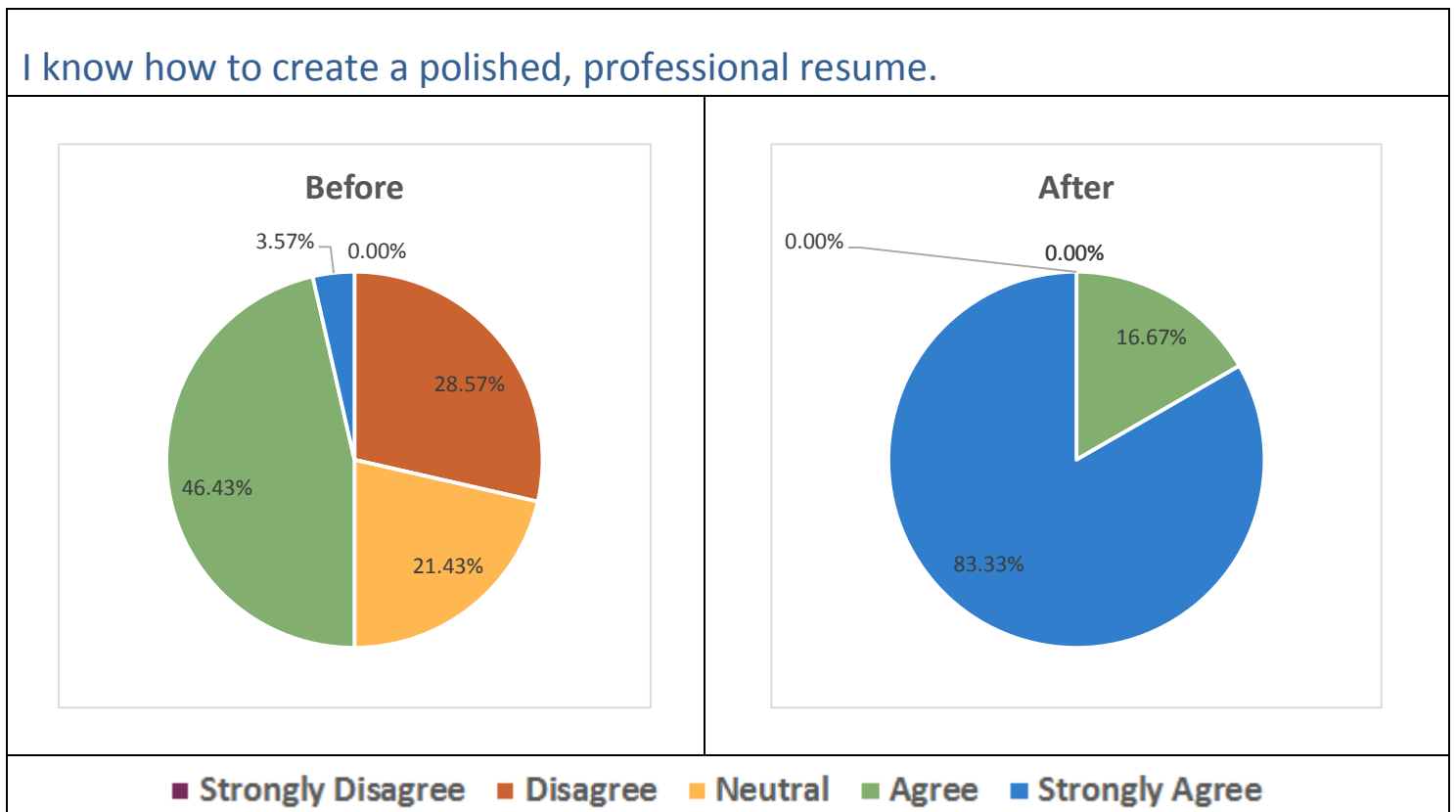
Submitted by Jenny Patton

Overview

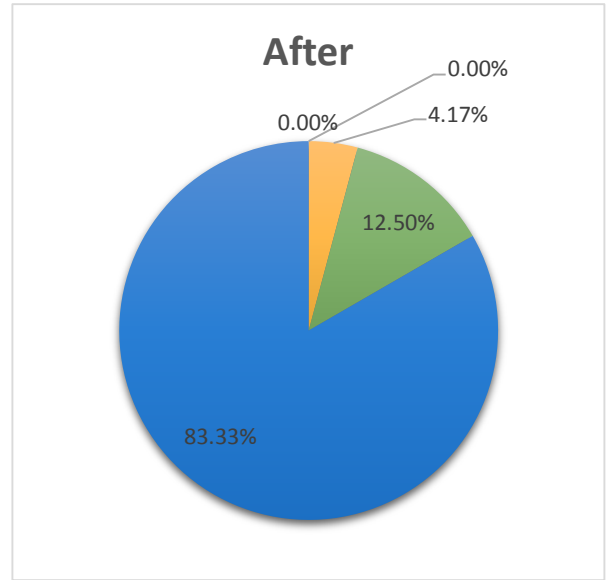
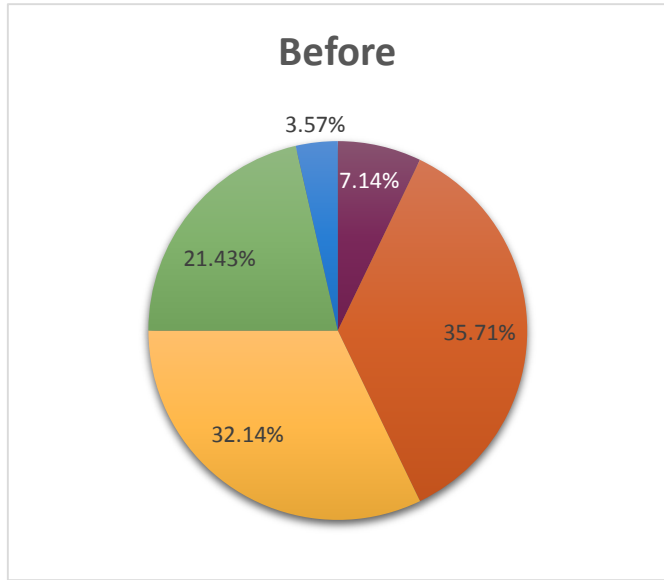
This report highlights student responses to the pre- and post-course surveys for the pilot class ENG 5194 Career Preparation for English Majors. The pre-course survey, conducted on Aug. 31, 2015, had 28 respondents. The post-course survey, conducted on Nov. 30, 2015, had 25 respondents. The report features quantitative and qualitative data designed to help administrators assess the success of the class and to help the instructor make adjustments. In addition, it includes a section about future planning in which the instructor considers specific modifications for the Spring 2016 course.

I. Quantitative Data

Below please find pie charts comparing student responses to 13 questions. I've also included the data points in grids generated by the online survey provider.

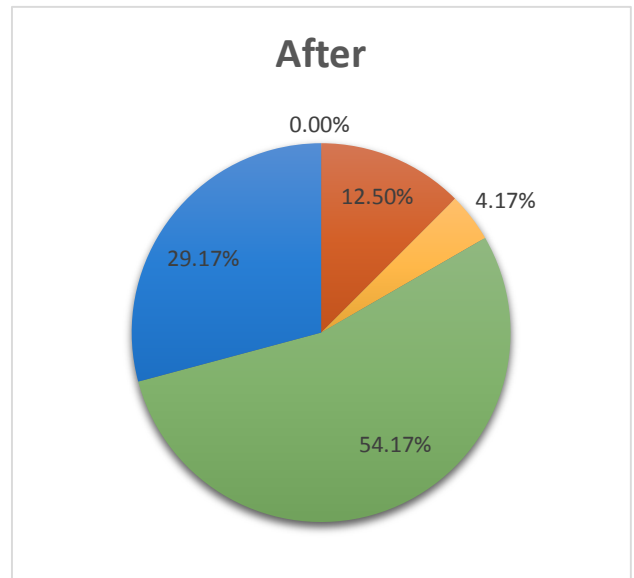
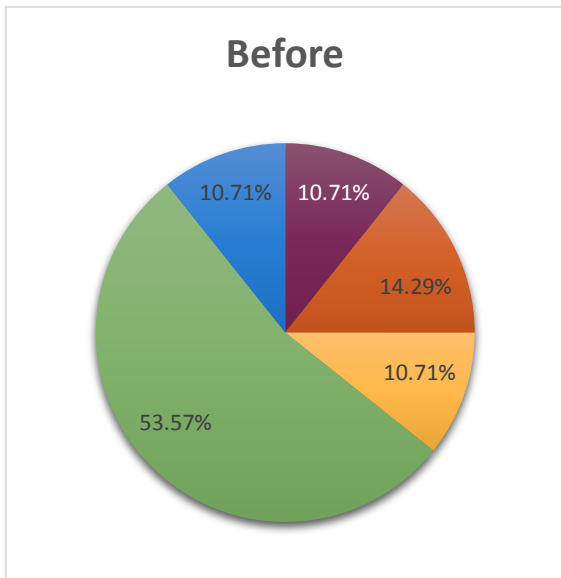


I know how to write a polished, professional cover letter.



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

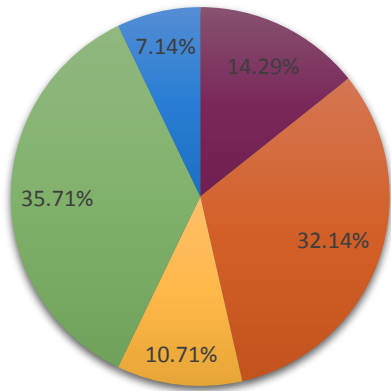
I am comfortable interviewing for an internship/job in person.



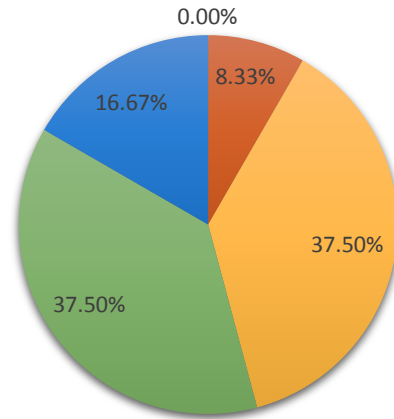
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I am comfortable interviewing for an internship/job over the phone.

Before



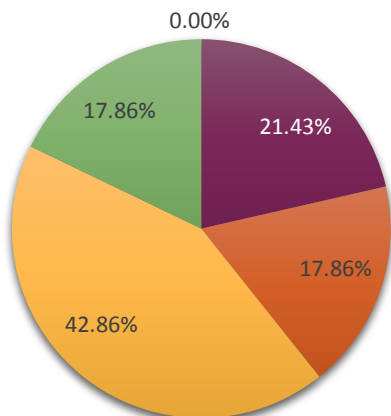
After



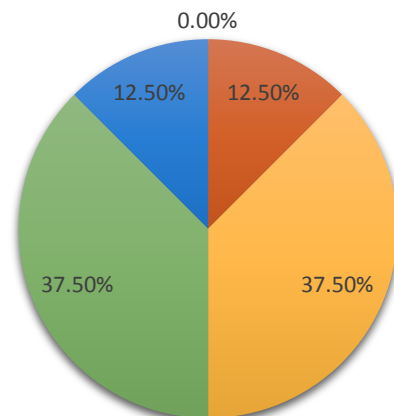
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I am comfortable interviewing for an internship/job via Skype.

Before

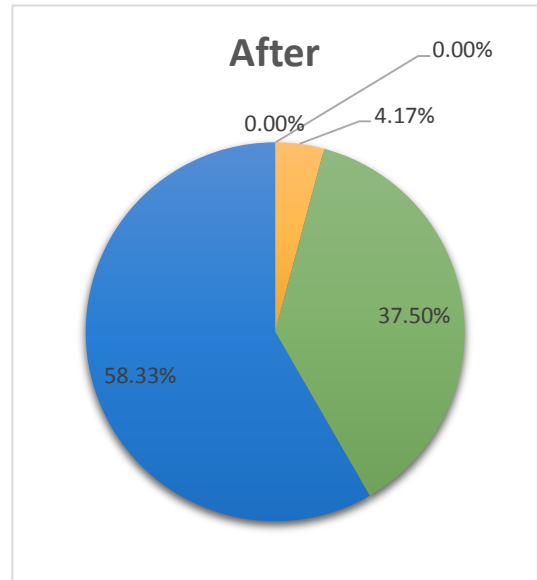
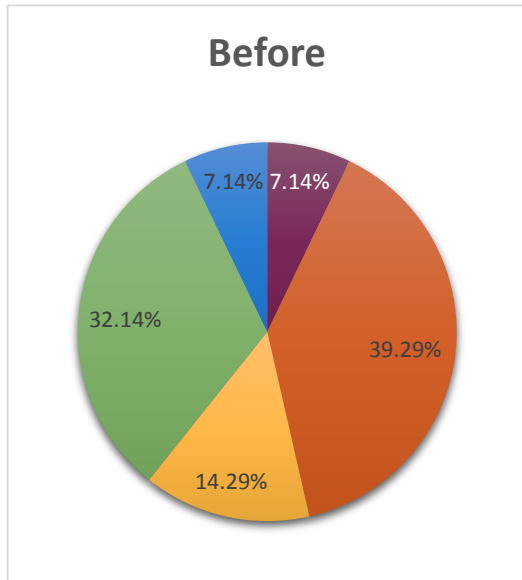


After



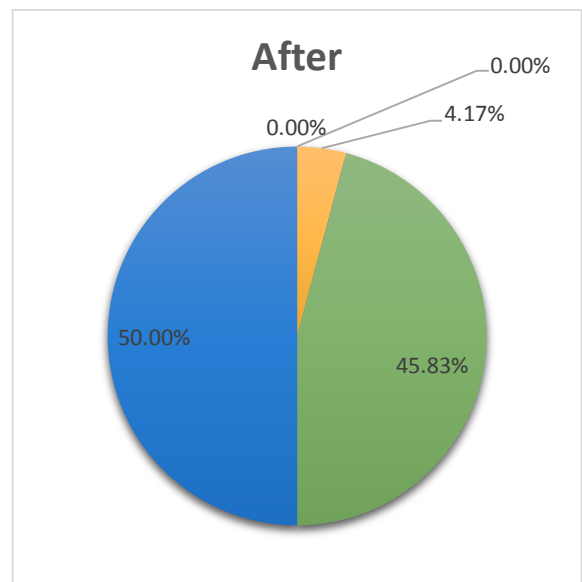
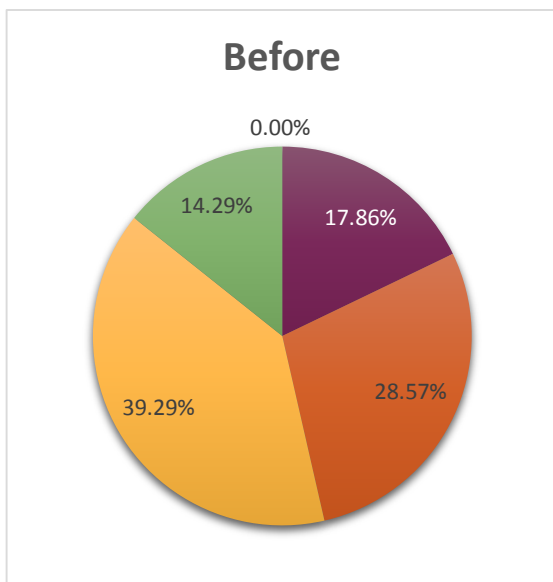
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I have at least three individuals (faculty, supervisors, or mentors) whom I would feel comfortable asking to serve as my references.



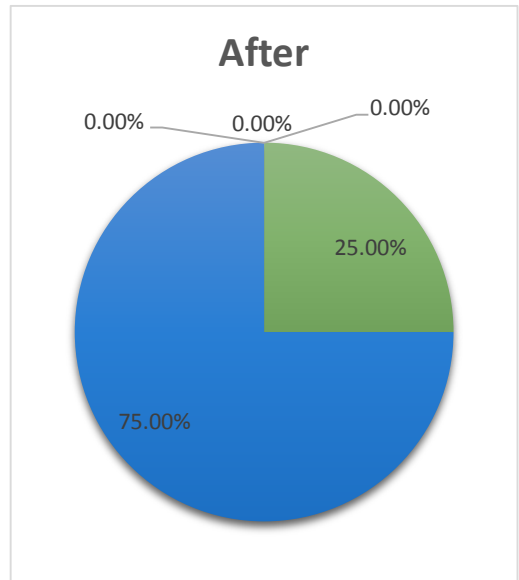
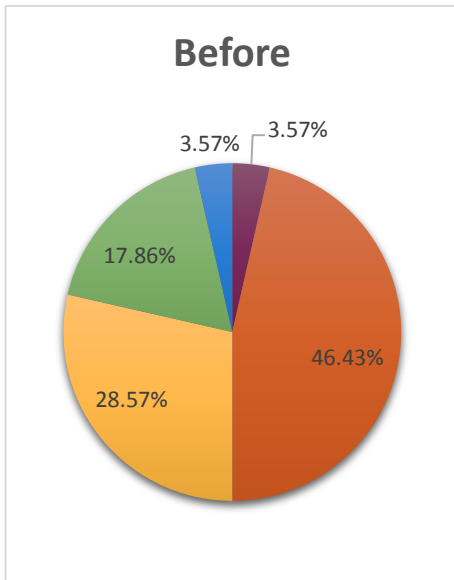
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I have a polished, professional, and up-to-date online presence (available through Internet searches of my name as well as through social media).



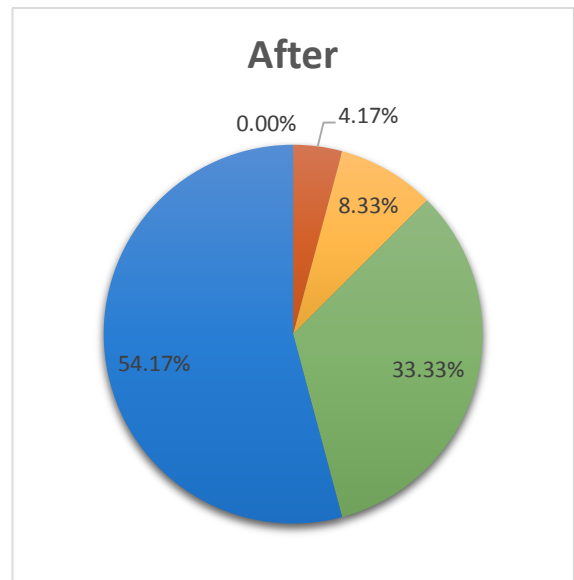
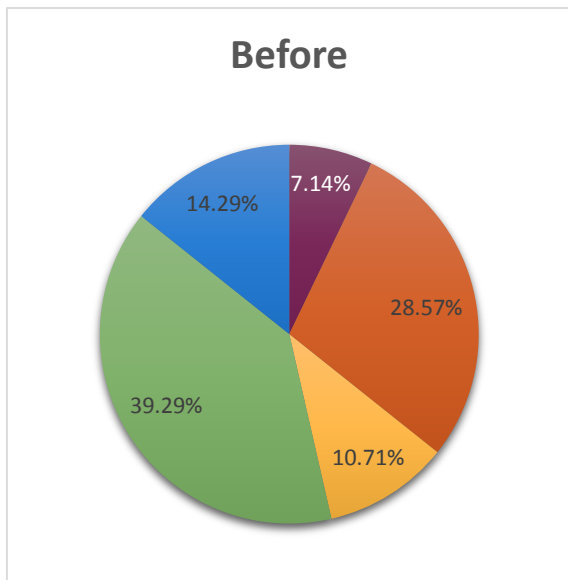
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I feel confident in my ability to locate internship postings to which I can apply.



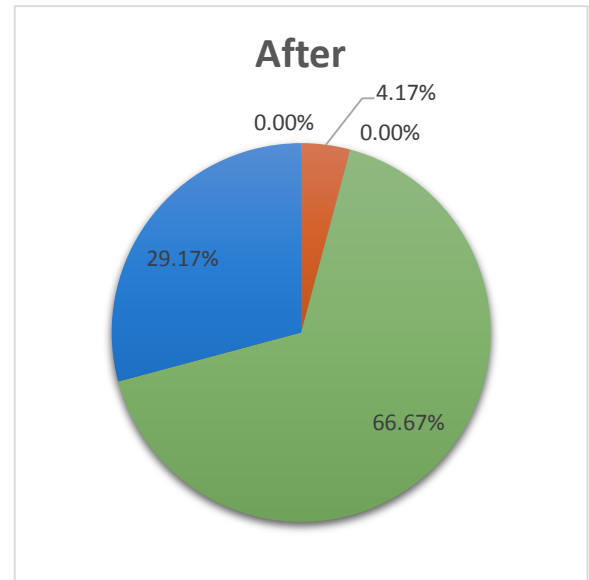
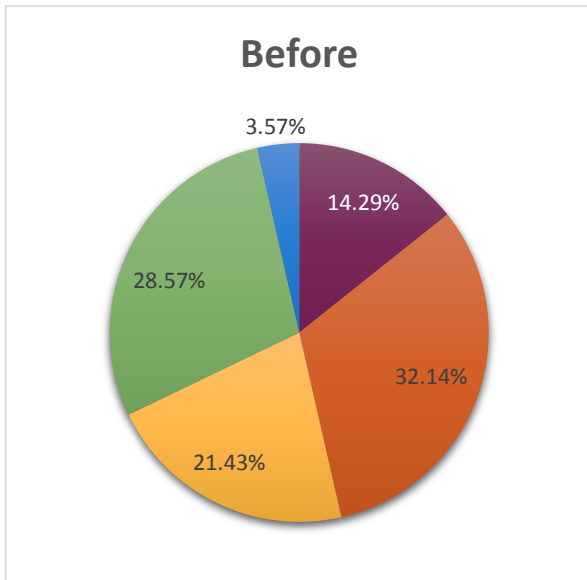
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I feel confident in my ability to interview for an internship position.



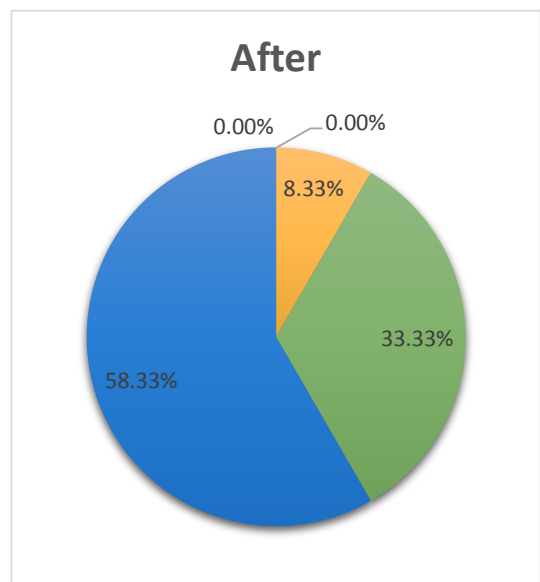
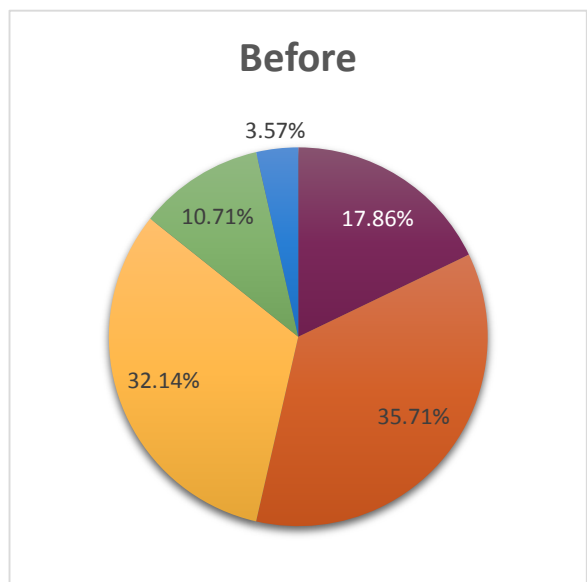
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I feel confident in my ability to secure an internship position.



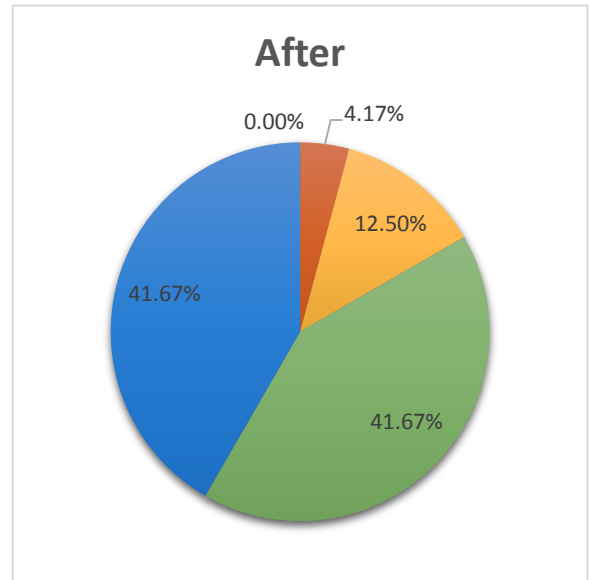
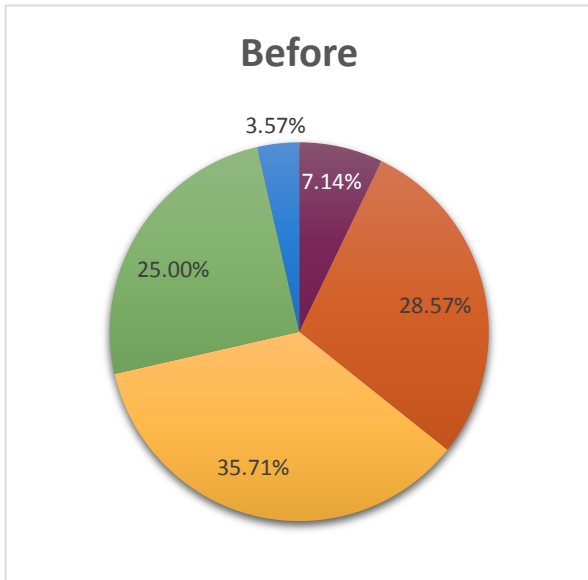
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I feel confident in my ability to find full-time job postings to which I can apply near/after graduation.



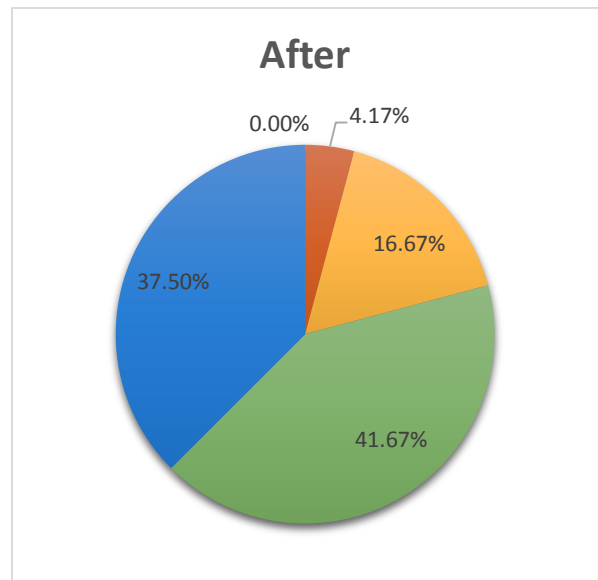
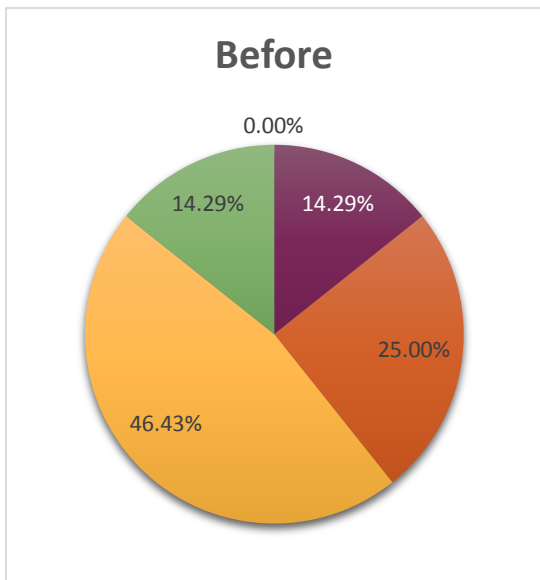
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I feel confident in my ability to interview for full-time positions near/after graduation.



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

-I feel confident in my ability to secure a full-time position near/after graduation.



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

ENG 5194 Pre-Course Survey
28 Respondents
8/31/15

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
I know how to create a polished, professional resume.	0.00% 0	28.57% 8	21.43% 6	46.43% 13	3.57% 1	28	3.25
I know how to write a polished, professional cover letter.	7.14% 2	35.71% 10	32.14% 9	21.43% 6	3.57% 1	28	2.79
I am comfortable interviewing for an internship/job in person.	10.71% 3	14.29% 4	10.71% 3	53.57% 15	10.71% 3	28	3.39
I am comfortable interviewing for an internship/job over the phone.	14.29% 4	32.14% 9	10.71% 3	35.71% 10	7.14% 2	28	2.89
I am comfortable interviewing for an internship/job via Skype.	21.43% 6	17.86% 5	42.86% 12	17.86% 5	0.00% 0	28	2.57
I have at least three individuals (faculty, supervisors, or mentors) whom I would feel comfortable asking to serve as my references.	7.14% 2	39.29% 11	14.29% 4	32.14% 9	7.14% 2	28	2.93
I have a polished, professional, and up-to-date online presence (available through Internet searches of my name as well as	17.86% 5	28.57% 8	39.29% 11	14.29% 4	0.00% 0	28	2.50

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
through social media).							

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
I feel confident in my ability to locate internship postings to which I can apply.	3.57% 1	46.43% 13	28.57% 8	17.86% 5	3.57% 1	28	2.71
I feel confident in my ability to interview for an internship position.	7.14% 2	28.57% 8	10.71% 3	39.29% 11	14.29% 4	28	3.25
I feel confident in my ability to secure an internship position.	14.29% 4	32.14% 9	21.43% 6	28.57% 8	3.57% 1	28	2.75
I feel confident in my ability to find full-time job postings to which I can apply near/after graduation.	17.86% 5	35.71% 10	32.14% 9	10.71% 3	3.57% 1	28	2.46
I feel confident in my ability to interview for full-time positions near/after graduation.	7.14% 2	28.57% 8	35.71% 10	25.00% 7	3.57% 1	28	2.89
I feel confident in my ability to secure a full-time position near/after graduation.	14.29% 4	25.00% 7	46.43% 13	14.29% 4	0.00% 0	28	2.61

ENG 5194 Post-Course Survey
25 Respondents
11/30/15

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
I know how to create a polished, professional resume.	0.00% 0	0.00% 0	0.00% 0	16.67% 4	83.33% 20	24	4.83
I know how to write a polished, professional cover letter.	0.00% 0	0.00% 0	4.17% 1	12.50% 3	83.33% 20	24	4.79
I am comfortable interviewing for an internship/job in person.	0.00% 0	12.50% 3	4.17% 1	54.17% 13	29.17% 7	24	4.00
I am comfortable interviewing for an internship/job over the phone.	0.00% 0	8.33% 2	37.50% 9	37.50% 9	16.67% 4	24	3.63
I am comfortable interviewing for an internship/job via Skype.	0.00% 0	12.50% 3	37.50% 9	37.50% 9	12.50% 3	24	3.50
I have at least three individuals (faculty, supervisors, or mentors) whom I would feel comfortable asking to serve as my references.	0.00% 0	0.00% 0	4.17% 1	37.50% 9	58.33% 14	24	4.54
I have a polished, professional, and up-to-date online presence (available through Internet searches of my name as well as through social	0.00% 0	0.00% 0	4.17% 1	45.83% 11	50.00% 12	24	4.46

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
media).							

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
I feel confident in my ability to locate internship postings to which I can apply.	0.00% 0	0.00% 0	0.00% 0	25.00% 6	75.00% 18	24	4.75
I feel confident in my ability to interview for an internship position.	0.00% 0	4.17% 1	8.33% 2	33.33% 8	54.17% 13	24	4.38
I feel confident in my ability to secure an internship position.	0.00% 0	4.17% 1	0.00% 0	66.67% 16	29.17% 7	24	4.21
I feel confident in my ability to find full-time job postings to which I can apply near/after graduation.	0.00% 0	0.00% 0	8.33% 2	33.33% 8	58.33% 14	24	4.50
I feel confident in my ability to interview for full-time positions near/after graduation.	0.00% 0	4.17% 1	12.50% 3	41.67% 10	41.67% 10	24	4.21
I feel confident in my ability to secure a full-time position near/after graduation.	0.00% 0	4.17% 1	16.67% 4	41.67% 10	37.50% 9	24	4.13

II. Qualitative Data

Below please find lines excerpted from student responses to written survey questions. I selected to quotes that represent several student responses, rather than outliers.

Pre-Course Survey Recap

When asked what they wanted from this class, students shared these details.

- Confidence in securing post-graduate positions, help in locating internship positions, cover letter guidance, training on interviewing in-person and via phone/Skype, instruction on how to polish their online presence, help with references for graduate school, resume assistance, understanding of informational interviews, understanding of the differences between working for corporations vs. nonprofits, help in determining whether or not to go to grad school.

Students expressed these comments, fears and concerns about their futures.

On choosing a profession

- Many variations on this: “I’m not totally sure what I want to do.”
- “I want to do meaningful work.”
- “Everyone I know is practical. ‘Get a career,’ they say. ‘Do something realistic with your life,’ they say. But that sounds like the most boring thing I’ve ever heard in my life. I’m only on this earth for another sixty or seventy years. Why the heck should I waste it doing something practical?”
- “I am the black sheep of my family, being one of four kids, who wants to pursue something that is considered an unstable and very difficult career to easily grasp within a short number of years. But to me, it’s worth it because I know for sure, and I’ve worked in the world of books, publishing, and people—and I absolutely loved it, and will continue to as I get there.”
- “I have no real idea what I want to be when I grow up. It sounds crazy to everyone. I’ve done a lot of teaching and I’m good at it, but I don’t want to do that for the rest of my life and I feel like I’m just going to end up doing it because what else am I going to do. I don’t want to feel stuck and I am afraid that I will end up in a career that I don’t love, doing what I don’t love and just living to work instead of working to live.”

Fears and concerns

Finding a position

- “I’m concerned I won’t understand what I want out of a career and what fits me.”
- “My main concern is that I just have no idea about my future. I need to figure out what I want to do for a living.”
- “That I not end up in a corporate arena again.”
- “I’m concerned I won’t be able to get a job teaching after I get my masters of education.”

Happiness

- “I am concerned that full potential and happiness will not coincide.”
- “That I will end up doing something I am unhappy doing just because it is more stable than what I prefer.”
- “That I may not ever land a job that really means something to me and that matches my own personal values.”

Emotional

- “Ideally, I wish that my job could just be reading all day. Because of this, I’ve always assumed that I should go into publishing and edit novels or something like that. My fear is that publishing is too cutthroat for my personality type.”

- “I am a pretty shy and anxious person, so thoughts of resumes, interviews, and leadership positions typically terrify me. I am hoping that this class will ease some of my anxiety and help me be more prepared for applying to jobs and being a part of the professional world.”
- “I am concerned that my anxiety issues will interfere heavily with whatever career I pursue after college.”

Intellectual

- “I fear not being smart enough or having the ability to manage my time efficiently, which always leaves me questioning myself about whether or not I could make it through MD school. (But, I don't want my fear to get in the way of my dreams... so I constantly have to keep telling myself that I can do it!)”

Financial

- “Money.”
- “The future absolutely terrifies me. I am scared of not being able to find a job with the degree I graduate with...all of the loan debt built up through college requires me to find a well-paying position immediately!”
- “I do not want to be stuck with a useless degree. I don't think this is the case, but it is always a worry.”
- “Will there even be any jobs? Will I have to sell my soul for a paycheck?”

Post-Course Survey Recap

Students stated that they learned about these careers.

- Special events management, museum grant writer, copywriter, overseas teaching, Peace Corps volunteer, projection manager, admissions counselor, college administrator, financial aid administrator, librarian, archivist, traffic manager, freelance writer, video game writer, entrepreneur, book reviewer, comic book writer/editor, content editor for websites, magazine writer, publishing editor, copy editor, corporate project manager, publishing company book representative, travel writer, screenwriter, store owner, social media specialist, public relations representative, high school English teacher, college professor, human resources representative, advertising manager, technical writer.
- “I didn't know English majors worked in so many different places. My stereotypical thought of English majors was always either going to graduate school and being a professor or going into publishing.”
- “I learned that as an English major, I can get a job in anything I want. I am not limited ... it was refreshing to learn that English majors are valuable and an asset to companies that hire them because minds like that are hard to find.”
- These are jobs some students expressed wanting to know more about: grant writer, technical writer, song writer, screenwriter, playwright, traffic manager, graphic designer, novelist.

Here's what they learned about grad school.

- “I didn't know I could go to graduate school for creative writing. Poetry has been a passion of mine for awhile and I had no idea I could receive a Master's in it. Also I didn't know that some colleges paid you to attend as long as you taught a class. This really appeals to me because I love teaching, but I was not into teaching at a high school or lower level.”
- “I have learned how time-consuming and expensive they are, but also how useful they can be and how to search for the right program.”
- “I learned that there is a much heavier course load for these programs. They tend to be very specific to certain areas, so they probably aren't for me at this moment. I think I'd like to go out into the field to find exactly where I fit in and what I love doing, and then I'll consider graduate school. Several panel members expressed that it's never too late to go back to school and you should do so when you're ready, not just because you don't have other options.”

Students shared their new knowledge about informational interviews, networking and work cultures.

- “An informational interview is where you meet with someone in a job, field, or company about which you are interested and use that opportunity to learn more about the person's career, work environment, etc. These interviews are usually more casual and allow a college student or recent grad to gather information about a job, field, or company without dedicating themselves to a formal interview.”
- “Networking is both making connections and being a good connection. Ideally it should be a two-way relationship with a professional basis but functioning like a friendship. Sometimes knowing the right person can make the difference in getting hired or not. It can also be the difference between finding out about an ideal job and never knowing it was out there at all.”
- “The ‘culture’ of a workplace involves the set-up, the rish (or slow) of day-to-day work, the personalities of coworkers, and all in all the entire vibe of the office.” and “How the co-workers and the management interact on a day-to-day level—what is valued? What is restricted? Is it open and friendly or cold and impersonal? Are you treated as a person or an interchangeable, easily replaced utility?”

Students reflected on what they’ve learned about corporate, nonprofit and university careers.

- “Corporations usually have a great growth potential and better benefits. Non profit allows to do something you are passionate about and that gives back. Smaller offices and more relaxed culture. Colleges and universities often allow for education incentives, have benefits and often allow for an academic schedule.”
- “All of these have their negatives and positives. Corporate work is 9-5, tough, and you have to be able to function in that setting. Nonprofit is involved, pay is lower than corporate, you probably take a lot of work home, but you are working for a cause you love. Colleges and universities are kind of a mixture of the two, but as I would love to do, allow you to work with students in such an important time of their lives.”

When asked what they most enjoyed learning, students shared these comments.

- “The skills we developed over the semester in resume building, cover letter construction and how to look for jobs, among other skills were the things I most enjoyed, since I can apply them to real life.”
- “Personality testing, "20 something" lists, "off the syllabus" discussions, and learning about entrepreneurs and ideas for business.”
- “It would be hard to pick one thing - I feel like the best part was getting really introspective about all the different topics that we covered and getting feedback on them.”
- “I mostly enjoyed learning more about myself. All of these assignments helped me understand what I like to do and what I wish to avoid in life.”
- “How people who were once in our shoes moved into the workforce. It's been neat to see that you can really do anything you want with a degree in English- it's all about how you sell the skills you've honed in the class room.”
- “That it lifted the fog over career options going forward.”

When asked about concerns about their future, students shared these thoughts.

- “Will I be able to do what I love and provide? Though this class has helped with that question.”
- “Ahem, yes: How will I afford things like pets, books, entertainment and hobbies when I’m starting out in an entry-level job? I’m a hard worker, and by God, I want that promotion; how do I make sure I get it? What I really want to do with my life is focus on my hobbies. I want to make sure that I don’t fall into a horrible routine-pit that makes me afraid to follow my dreams.”

- “I am less concerned about finding a job than I was before this class, but I am still nervous about finding a job. However, when it used to be concern about any job opportunities being out there, I now know that there are those opportunities, and I am just scared about interviewing for them and nervous I won’t be good enough for them.”
- “None. The only thing that I worry about is paying back student loans in a timely fashion, but even then it’s not really a concern because I know I’ll do it; it’s just how long that might take that is a question.”
- “Not at this time.”

Students had the following suggestions for the course.

- “Nothing. This course was the beezneez and should get more than one section for English and should be for more non-math and non-science majors is ASC.”
- “I honestly loved this course. It almost feels like I have gone on a really long journey of self discovery. Although there is still a little voice in the back of my mind saying, “You may never have a successful career,” it is so much smaller than when I started.
- “I got the most out of listening to the people who came in and were able to relay their experiences to the class.”
- “None, other than I really hope the university markets this course to more of a sophomore/junior crowd as opposed to a senior crowd. While much of what you learn in this course is really applicable to seniors, I think it might be better suited to sophomores/juniors who are starting to look into things we discuss but have no real direction other than what their friends or occasionally family members might tell them.”
- “I love this course, it is the best course that I have taken in the English department, and the best career preparation course I have taken at Ohio State (I was previously a Psychology major, and this course blew the career preparation in psychology course out of the water).”
- “This class is a must-have for those concerned about their possible careers going forward.”

Appendix 4: Concurrences

WGSS

Dear Guisela,

Good question. We're asking for concurrences from departments based in the Humanities that give major focus to analyzing texts and assessment through writing since this course would be open to students in their majors. I envisage that on Columbus campus most students will come from English but as noted in my letter, we think that on the regional campuses, where students have less course choices in the Humanities and are often concerned about what a Humanities major will do for them in the long term, it will be an appealing option.

Hope this helps a little,

Clare

guiselalatorre4@gmail.com on behalf of [Guisela Latorre \[latorre.13@osu.edu\]](mailto:Guisela Latorre [latorre.13@osu.edu])

To:

M

[Simmons, Clare](#)

Inbox

Monday, March 28, 2016 4:59 PM

You replied on 3/29/2016 10:20 AM.

Dear Clare,

Thank you for getting touch with me about this important course. However, I am unclear about why you're seeking our department's concurrence. Perhaps you could tell me a little bit more about the relation or connection to our field before I send your request to our Undergraduate Studies Committee.

Best,

Guisela

[Simmons, Clare](#)

To:

M

[LaTorre, Guisela](#)

Cc:

M

[Lowry, Debra](#); [Moddelmog, Debra](#)

Attachments:

(2)Download all attachments

[Concurrence_Form WGSS.pdf \(36 KB\)\[Open as Web Page\]](#); [Career Preparation Course~1.docx \(50 KB\)\[Open as Web Page\]](#)

Sent Items

Monday, March 28, 2016 1:32 PM

Dear Professor Latorre,

I am writing to request your concurrence for new undergraduate course proposal, English 3xxx, "Career Preparation for English and Related Majors" (proposal attached). This is an upper-level elective course created in response to concerns raised both by students and their families as to whether a Humanities degree prepares students for employment and graduate school, and so we see it as a recruiting tool not only for English but for other Humanities majors where textual analysis and critical writing are important. The course has been piloted once very successfully; it is currently fully enrolled at 24 for a second time, and we have also scheduled one section for Autumn 2017. As Humanities departments across the nation encounter the question of whether they are preparing students for the "real world" (however that may be defined), this course has attracted considerable interest; our Chair Debra Modellmog and the colleagues who helped develop the course are presenting on it at this summer's ADE.

We would therefore like to add "Career Preparation" to our permanent course offerings, and we would prefer to move ahead with your concurrence. Although we anticipate that the course will mainly serve English majors, we have had some interest in it from students in other majors that focus on similar reading and writing skills, which is why we are proposing to include "and Related Majors" in the title. Our long-term plan is to be able to offer a section for students on at least some of the regional campuses, where we believe it would be of value to English majors and non-English majors alike. The course will not count towards the required hours for the major but would help students fill the upper-level credit requirement for graduation.

I hope to submit the course proposal this semester, so we would request your response by April 11. I am attaching a concurrence form, but an e-mail message to me would be fine too. If you have any questions about the proposal, please let me know.

Sincerely,

Clare Simmons
Professor and Director of Undergraduate Studies
Department of English
simmons.9@osu.edu

Comparative Studies

Barry,

Looks like my first effort at a reply stayed in my outbox. There was general support from the UG studies committee for this course, though several members said they'd like to see a syllabus to know if it would be useful for students outside English.

David

On Mar 29, 2016, at 11:45 AM, Shank, Barry <shank.46@osu.edu> wrote:

Hi Clare,

I'm passing this along to our Undergraduate Studies Committee for their review. You should hear back from us soon.

Barry

History

Stebenne, David

It does, Clare; will circulate it to the committee; back to you soon. David

Fri 4/15

Simmons, Clare

Dear David: Here is the reading list. The version Jenny Patton taught focused on the first text but iterations for multiple majors would probably use all three of the listed books. Hope this helps, Clare

Fri 4/15

[Stebenne, David](#)

Actions

To:

M

[Simmons, Clare](#)

Cc:

M

[Rosenstein, Nathan](#)

Attachments:

(2) [Download all attachments](#)

[Career Preparation Course~1.docx \(50 KB\)](#) [Open as Web Page]; [Concurrence Form History.pdf \(36 KB\)](#) [Open as Web Page]

Inbox

Tuesday, April 12, 2016 9:55 AM

You replied on 4/15/2016 1:42 PM.

Dear Professor Simmons,

Only one objection/concern was raised and that had to do with the omission of a reading list for the course; could you add that please and I will send it back to the Undergraduate Teaching Committee for a second (and I hope final) look.

David

David Stebenne
Professor of History and Law
and Chair, UTC

From: [Lowry, Debra](#)
To: [Vankeerbergen, Bernadette](#)
Cc: [Simmons, Clare](#)
Subject: FW: Request for concurrence from English
Date: Friday, May 27, 2016 2:26:53 PM

Hi Bernadette,

Thanks for your message regarding English 3150. Below is concurrence form History. Please let me know if you need anything further from that unit.

Regarding WGSS, the message simply petered out and considering that the waiting period for finalizing concurrence has passed we consider the incomplete message sufficient to assume there are no objections. No objections have been articulated by WGSS. in any communication.

I hope this helps, and we appreciate your attention to the many details that go into processing these requests.

All the best,
Deb

From: Simmons, Clare
Sent: Tuesday, May 03, 2016 7:35 PM
To: Stebenne, David
Cc: Lowry, Debra
Subject: RE: Request for concurrence from English

Thanks, David--we appreciate it.

All the best,

Clare

From: Stebenne, David
Sent: Monday, May 02, 2016 11:20 AM
To: Simmons, Clare
Cc: Rosenstein, Nathan
Subject: RE: Request for concurrence from English

Clare,

No objections were raised to the reading lists by history's Undergraduate Teaching Committee, and so concurrence is granted.

David

David Stebenne
Professor of History and Law
and Chair, UTC

From: Simmons, Clare
Sent: Friday, April 15, 2016 1:42 PM
To: Stebenne, David
Cc: Rosenstein, Nathan
Subject: RE: Request for concurrence from English

Dear David:

Here is the reading list. The version Jenny Patton taught focused on the first text but iterations for

multiple majors would probably use all three of the listed books.

Hope this helps,

Clare

From: Stebenne, David
Sent: Tuesday, April 12, 2016 9:55 AM
To: Simmons, Clare
Cc: Rosenstein, Nathan
Subject: FW: Request for concurrence from English

Dear Professor Simmons,

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David

David Stebenne
Professor of History and Law
and Chair, UTC

From: Rosenstein, Nathan
Sent: Monday, April 11, 2016 2:57 PM
To: Stebenne, David
Subject: FW: Request for concurrence from English

Hi David,

Has this been taken care of?

Thanks, Nate

From: "Simmons, Clare" <simmons.9@osu.edu>
Date: Monday, March 28, 2016 at 1:29 PM
To: Nathan Rosenstein <rosenstein.1@osu.edu>
Subject: Request for concurrence from English

Dear Professor Rosenstein,

I am writing to request your concurrence for new undergraduate course proposal, English 3xxx, "Career Preparation for English and Related Majors" (proposal attached). This is an upper-level elective course created in response to concerns raised both by students and their families as to whether a Humanities degree prepares students for employment and graduate school, and so we see it as a recruiting tool not only for English but for other Humanities majors where textual analysis and critical writing are important. The course has been piloted once very successfully; it is currently fully enrolled at 24 for a second time, and we have also scheduled one section for Autumn 2017. As Humanities departments across the nation encounter the question of whether they are preparing students for the "real world" (however

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Sincerely,

Clare Simmons
Professor and Director of Undergraduate Studies
Department of English
simmons.9@osu.edu