

Term Information

Effective Term Autumn 2020
Previous Value Spring 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose dropping all prerequisites from English 3150 and renumbering it to English 2150

What is the rationale for the proposed change(s)?

By deleting all prerequisites for the class, we can boost accessibility to the course and help more students gain skills and confidence as they embark on their career-planning journey.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 2150
Previous Value 3150
Course Title Career Preparation for English and Related Majors
Transcript Abbreviation CareerPrepHumMaj
Course Description This general 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

[Previous Value](#)

Prereq or concur: 2367, and Soph standing in a Humanities major; or permission of instructor.

Exclusions

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

23.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

[Previous Value](#)

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

Sought Concurrence

No

[Previous Value](#)

Yes

Attachments

- Revised ASC Prerequisite Change Request for ENG 3150.docx: Change Proposal
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- English 3150 Patton Syllabus Syllabus.pdf: Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- Curriculum Map Updated 1-15-19.docx: Curriculum Map
(Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

COURSE CHANGE REQUEST
2150 - Status: PENDING

Last Updated: Heysel,Garett Robert
09/29/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	09/25/2019 12:10 PM	Submitted for Approval
Approved	Lowry,Debra Susan	09/25/2019 12:11 PM	Unit Approval
Approved	Heysel,Garett Robert	09/29/2019 10:13 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	09/29/2019 10:13 PM	ASCCAO Approval



Career (Life) Preparation for Humanities Majors

Syllabus | Autumn Semester
English 2150 | 3 Credits

About the Course

This course is designed for English and humanities students 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.

Texts & Materials

- 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.
- In addition, students should bring a journal to each class.

Assignments

Active class participation (5%)
 Weekly quizzes (5%)
 Weekly writing assignments (20%)
 "15-20 Somethings" assignment (10%)
 Resume assignment (15%)
 Cover Letter assignment (15%)
 Interview Response Document (5%)
 Interview (20%) and Thank You (5%)

Tuesdays/Thursdays

9:35 – 10:55 a.m.

Denney 262

Jenny Patton
 Senior Lecturer
 Department of English

Patton.220@osu.edu

Office Hours

Thursdays 11:30 - 12:30
 and by appointment
 503 Denney Hall

Policies & Additional Requirements

Attendance

In the workplace and in this class, attendance is mandatory. Mere physical presence does not constitute attendance; you must be awake and alert and ready to participate throughout each class. **Just as you would do for an employer, if you know you will be absent, you must notify me beforehand.** If you cannot notify me beforehand, please contact me as soon as possible after your absence. It is your responsibility to find out what you missed from another student.

If you miss class because of participation in an authorized university-sanctioned event, death in the family or observation of a religious holiday, your absence will be considered excused. You must provide documentation for any excused absence.

In the workplace, punctuality is critical. And being on time is important to the efficient conduct of our time together in this class. Showing up more than 10 minutes after the start of class will be counted as an unexcused absence. More than two unexcused absences result in a reduction of your overall grade by one-third. For example, it would be reduced from an “A-” to a “B+.”

Participation

Participation in class discussions and small-group activities is required, not optional: complete the appropriate reading and related assignments and come to class ready to discuss them.



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.

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-

About Your Professor

Jenny Patton has worked as an editorial intern and marketing intern as well as a reporter, copywriter, technical writer, freelance writer and editor. She teaches professional writing and capstone internship courses as well as career preparation and second-level writing classes, applying a holistic approach to support students by incorporating her background as a Mayo Clinic-certified wellness coach and yoga-writing workshop instructor. She has received the Award for Outstanding Faculty Program for Enhancing Student Wellness, the English Undergraduate Organization (EUGO) Associated Faculty Member of the Year Award, and the President and Provost’s Award for Distinguished Teaching by a Lecturer.

Her stories, essays and articles have been published in *Brevity*, *River Teeth* online, *Kaleidoscope*, *Writer’s Digest*, *Natural Awakenings*, *Pasadena Star-News*, *Prism Review*, *751 Magazine* and *Ohio Writer* among other places. Her work has been nominated for a Pushcart Prize and cited as Notable in *Best American Essays 2016*. Additionally, she was a Peter Taylor Nonfiction Fellow at *Kenyon Review* Writers Workshop and a scholarship winner at New York Summer Writers Institute.

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 at <http://studentlife.osu.edu/csc/>. If you have any questions about academic integrity, please contact me or consult the COAM’s website (<https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>).

Resources

Writing Center

The OSU Writing Center is available to provide free, professional writing tutoring and consultation. You may set up an appointment by visiting <http://cstw.osu.edu/writing-center>.

Office of Student Life Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor of their needs as soon as possible. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone [614-292-3307](tel:614-292-3307), slds@osu.edu; slds.osu.edu.

Classroom Etiquette

Everyone in the class is expected to be respectful and civil to other members of the class. Part of this classroom etiquette is remembering to silence cell phones before the beginning of the class. All discussions, regardless of subject matter, will be conducted in a civil, respectful and adult manner. Harassment will not be tolerated in any form and will result in disciplinary action.

Class Cancellation Policy

If class is canceled due to emergency, I will contact you via Carmen announcement and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Meeting Schedule and Assignments

Week 1

Tuesday, Aug. 21 – Introductions, Goals and Syllabus Review

In class: We will introduce ourselves to one another and talk through the goals and requirements of this course. You will complete a pre-course survey designed to tell me 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: 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 to Carmen by **11:59 p.m. Thursday, August 23**. *What were your results? What's your reaction? Do they line up with your expectations? What are your thoughts about the recommended careers? If relevant, did your results vary or match previous results? What do you make of that?* Bring your results with you to class on Tuesday.

Thursday, Aug. 23 – Class Survey Results & Initial Interview

In class: Today we'll discuss results from the first-day survey, engage in small-group conversations and discuss as a group how we'll strive to tailor the class to address specific feedback you've shared. In preparation for our next assignment, we'll consider the careers of people we know—even if their jobs don't appeal to us—and discuss our predictions of how they spend their time at work.

Assignment 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 exactly does the person work? What's the office set-up?
- 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 is devoted to these tasks/activities?
- 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?
- Do they feel 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 reflect on it. What is your reaction to what you learned? Did the responses vary from your expectations? How? Did the interview spark insights into what you want for yourself or affect you in another way? (Optional: Consider submitting two pie charts to graphically depict your predictions compared to reality.) Upload document to Carmen no later than **11:59 p.m. on Thursday, Aug. 30**.

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”

– Peter Drucker,
Author and Educator

“Success is liking yourself, liking what you do and liking how you do it.”

– Maya Angelou, Author
and Civil Rights Activist

Week 2

Tues., Aug. 28 & Thurs., Aug. 30 – Thinking About Your Future: What Will You Need on a Daily Basis to Succeed at Work?

In class: This week 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.

Reading and Viewing Assignment: In preparation for our class on Tuesday, Sept. 4, read *Cool Career Finder* material posted to Carmen. Specifically, browse the Appendix and read about at least five jobs of interest in the corresponding pages posted on Carmen. Additionally, watch the first 14 minutes of this video: “Stanford Open Office Hours” with professors Evans and Burnett at <https://www.youtube.com/watch?v=YKEq5iEmMSo>.

Assignment 3: 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 Monday, Sept. 3 (Labor Day)**: (a) job title, (b) level of education needed, (c) brief description of work environment (sentence or two), (d) pay range (lowest to highest), (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, and (f) your reflection. (See questions in Carmen assignment tab.)

Week 3

Tuesday, Sept. 4 – Initial Career Considerations

In class: Students will complete a **short quiz** (Quiz 1) on the assigned readings and video. 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. Later, the class will engage in a discussion about the readings/video and the *Occupational Outlook Handbook* activity.

Thursday, Sept. 6 – Freelance Writing and Internships

In class: We’ll discuss freelancing and engage in an activity with query letters. As an introduction to internships, we’ll talk about what they are, why they’re helpful and where to begin finding them before engaging in research.



“The best way to predict the future is to create it.”

– Abraham Lincoln

“My advice for young people is, study what you love and intern in what you want to do. And it’s okay to pivot as many times as you need to.”

– Eva Chen,
Director at Instagram

Assignment 4: 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, and a brief reflection on why you may be a good fit for each opportunity. Upload document to Carmen by **11:59 p.m. on Monday, September 10.**

Reading and Internet Assignment: Take the Strengths Finder quiz and read related material posted to Carmen as well as *Going Corporate* and *Other Options*. Be prepared to complete a short quiz on this material at the beginning of class on Tuesday.

Week 4

Tuesday, Sept. 11 – Where Could You Work? What Might You Do?

In class: Students will complete a **short quiz** (Quiz 2) on the reading and internet assignment. We will continue talking about the info available through the *Occupational Outlook Handbook* before engaging in a lengthier discussion of the readings and the advantages and drawbacks of working for corporations, non-profits, government organizations, universities/colleges and other kinds of institutions. We'll further discuss internships, learn about soft/hard skills and engage in a corporate research workshop.

Thursday, Sept. 13 – Insights from an Insider

In class: Today we'll benefit from the insights and experience of a guest speaker. Plan to take notes and ask engaged questions. In the past, after-class interactions with guest speakers have led to opportunities for students who took initiative.

Reading Assignment: Read "Should You Go to Grad School?" article from *Slate* posted to Carmen and be prepared to discuss it at the beginning of class on Tuesday.

Assignment 5: Create a comprehensive list of your current soft and hard skills using the example list you viewed 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 by **11:59 p.m. on Monday, September 17.**

Week 5

Tuesday, Sept. 18 – What About Graduate School?

In class: We will discuss the reading and talk about graduate school. 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 cover the materials, experiences, recommender relationships and test scores needed for strong applications.



“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

– Theodore Roosevelt

“Once you make the unequivocal internal commitment to do something, the world around you will shift in all sorts of apparently miraculous ways to make it happen.”

– Sarah Susanka,
Author and Architect

Thursday, Sept. 20 – Graduate School Panel

In class: Today we'll hear from a panel of graduate students currently enrolled in (or recent graduates of) the following kinds of programs: English PhD, Master's in Library and Information Science, MBA, MFA in Creative Writing, MEd in English Education, Law School, Master's in Strategic Communication, Master's in Student Affairs 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 6: 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. Or, imagine that you must list two faculty members on your references list for potential jobs. 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 associate 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 by **11:59 p.m. on Monday, September 24.**

Reading Assignment: 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 Tuesday.

Week 6

Tues., Sept. 25 & Thurs. Sept. 27 – Informational Interviews, Networking & Online Research

In class: We'll begin class on Tuesday with a **short quiz** (Quiz 3) 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.

“Always desire to learn something useful.”

– Sophocles

“The expert in anything was once a beginner.”

– Helen Hayes, Actress

Assignment 10: 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 by **class time and bring a printout to class for peer review on Tuesday, October 16.**

Assignment 11: 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 revised and polished, save it as a PDF file. Upload this file to Carmen no later than **class time and bring a printout to class for peer review on Tuesday, Oct. 16.**

Week 9

Tue., Oct. 16 & Thur. Oct. 18 – Peer Review, Job Posting Dissection & Mock Hiring Committee

In class: We will break into pairs and go through one another's resumes and cover letters line by line, correcting mistakes, asking questions and providing feedback as appropriate. 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 12: Find *at least five* "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 by **11:59 p.m. on Monday, October 22.**

"Growth and comfort do not coexist."

– Ginni Rometty,
CEO, IBM

"It's not the strongest species that survive, nor the most intelligent, but the most responsive to change."

– Charles Darwin,
Naturalist

Assignment 13: 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 **class time on Tuesday, Oct. 23 and bring a printout to class.**

REMINDER: 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 this week. If you haven't received a response, let me know, and we'll come up with an alternative option.

Week 10

Tuesday, Oct. 23 – 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 and also review together some of these postings. We'll talk about the importance of maintaining a professional presence online and discuss LinkedIn. 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.”

Thursday, Oct. 25 – Insights from an Insider

In class: Today we'll benefit from the insights and experience of a guest speaker. Plan to take notes and ask engaged questions. In the past, after-class interactions with guest speakers have led to opportunities for students who took initiative.



Assignment 14: Find the rest of your “15-20 Somethings” assignment and upload the completed document to Carmen by **11:59 p.m. on Monday, October 29.**

Assignment 15: 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 by **class time on Tuesday, Oct. 30 and bring a printout to class.**

“No one creates a perfect resume on their first try.”

– Matthew T. Cross,
*The Resume Design Book:
How to Write a Resume in
College & Influence
Employers to Hire You*

“Your strategic, consistent and value-driven communications used in a thoughtful way on LinkedIn can and will open doors.”

– Deborah Shane,
Small Business Trends

Week 11

Tues., Oct. 30 & Thurs. Nov. 1 – 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 week’s classes with a discussion of thank-you letters and other forms of post-interview follow up.



Reading Assignment: Read a selection of readings on interviewing and work cultures available on Carmen. For the “Smart Answers to 15 Common Interview Questions” article, click through at least two of the questions to read the “Answering” sections. Be prepared to complete a short quiz on this material at the beginning of class on Tuesday.

Assignment 16: Write out your answers to 7 of the 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/anecdotes that reveal to the reader who you are, your skills and experiences and what kind of employee you would be. Follow the “S.T.A.R.” method discussed in class. Post the document containing your answers on Carmen no later than **11:59 p.m. on Monday, November 5.**

Week 12

Tues., Nov. 6 & Thurs. Nov. 8 – On the Job: Workplace Cultures

In class: Students will complete a **short quiz** (Quiz 4) 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. In preparation for next week’s workshop, we’ll engage in possibility-mapping activities. 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 the out-of-class Peer Skype Sessions.

“I was always looking outside of myself for strength and confidence, but it comes from within. It is there all the time.”

– Anna Freud, Physician

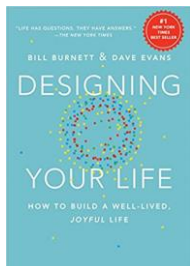
“Millennials are searching for purpose at work.”

– Erika Fry, “How Corporate America is Trying to Innovate Workplace Culture,” *Fortune Magazine*

Week 13

Tues., Nov. 13 & Thur. Nov. 15 – Odyssey Opportunities Workshop

In class: This week we'll devote time to mapping out potential plans for the "Odyssey Years." After a presentation and class discussion, you'll work individually and in groups to brainstorm, conduct research and begin developing potential plans for yourself. Be sure to bring to class your journal and other notes from the course's Odyssey Opportunities activities.



Assignment 17: 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 Monday, November 19.**

Skype Preparation: Prepare for your Skype interview to be conducted during class time on Tuesday, Nov. 20 (or another time that week that works for you and your partner).

Week 14

Tuesday, Nov. 20 – 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 this week based on the guidelines detailed in class.

Assignment 18: 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? 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 Monday, November 26.**



Alum Panel Preparation: Prepare three questions for the panelists who will participate in our class panel on Tuesday. Post your questions to the Carmen Discussion Board by **11:59 p.m. on Monday, November 26.**

Thursday, Nov. 22 – NO CLASS – Happy Thanksgiving!

“I want to look back on my career and be proud of the work, and be proud that I tried everything.”

– Jon Stewart, Comedian and Television Show Host

“I am always doing that which I cannot do, in order to learn how to do it.”

– Pablo Picasso, Artist

Week 15

Tuesday, Nov. 27 – On the Job: Advice From Area OSU Alums

In class: We will hear from several OSU alums 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.

Thursday, Nov. 29 – Last Day: Mock Interview Preparation

In class: Today we will 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 a copy of your resume with you at the interview and to wear appropriate attire. (See note about attire below.)

Week 16

Mon. Dec. 3 – Fri. Dec. 7 – Mock Interviews

Final Project: Students will participate in their scheduled **one-hour mock interviews (Assignment 19)** sometime this week. Priority time slots go to graduating seniors. After that, sign-ups will operate on a first-come, first-served basis. (As for attire, don't buy anything new; "business casual" is fine. Just be sure not to wear gym clothes.) Students must upload a **post-interview "thank you letter" (Assignment 20)** to Carmen **within 24 hours of completing the interview.**



No Final Exam

I wish you all the best at OSU and beyond, Jenny

“Think of your career as a series of experiences.”

– Dan Schawbel, *Forbes*

“Practicing improvisation can polish your performance for the job interview.”

– “Benefits of a Mock Interview,” *Spark Hire*

**Request for Prerequisite Change to ENGL 3150 Career Preparation
And Renumbering 3150 to 2150**

Submitted by Jenny Patton, Senior Lecturer

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Here is the current course description in the SIS system:

ENGLISH 3150 - 0010 Career Preparation for English and Related Majors

This general 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. Prereq or concur: 2367, and Soph standing in a Humanities major; or permission of instructor.

Boost Accessibility

To boost accessibility of English 3150 Career Preparation course for students who can benefit from it, I respectfully submit the following request:

Please delete prerequisites from all course descriptions and from the SIS system for English 3150 and renumber to 2150.

Rationale

By means of an extensive first-day survey in ENG 3150, students communicate their needs and goals to the instructor, who tailors portions of the curriculum accordingly. Thus, the course is relevant—and has been helpful—to students of all grades: freshmen, sophomores, juniors and seniors.

In particular, several Exploration freshmen have said the class helped guide them toward a major. Additionally, the course has helped students find summer internships—something recommended during all 4 years of college, not just upperclassmen.

Students who have not yet taken 2367 have succeeded in the course, and I do not feel it is necessary for future students to succeed.

Past students (whom I've had in other courses) have told me that the English 3150 prerequisites deterred from enrolling in the class; because they didn't yet know me, they didn't feel comfortable asking for permission to join the class.

By deleting all prerequisites for the class, we can boost accessibility to the course and help more students gain skills and confidence as they embark on their career-planning journey.

Thank you for considering to enact this change.

Rationale for Renumbering:

Removing the prerequisites for English 3150 will remove the rationale for offering the course at the 3000-level.

Curriculum Map: B.A. English

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Required English Surveys (Both)					
English 2201 or 2201H	Beginning			Beginning	
English 2202 or 2202H	Beginning			Beginning	
Students Select One Additional Survey					
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
Methods Course (One Required)					
English 2270 (Folklore)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Begommomg	Intermediate	Intermediate
Concentration I: Literature					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272	Beginning	Beginning		Beginning	Beginning
English 2275	Beginning	Beginning		Beginning	Beginning
English 2277	Beginning		Beginning		Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning

English 2281	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2296H	Beginning	Beginning		Beginning	Beginning
English 2463	Beginning		Beginning		Beginning
English 2464	Beginning		Beginning		Beginning
English 3273	Intermediate			Intermediate	Intermediate
English 3331		Intermediate		Intermediate	Intermediate
English 3361		Intermediate		Intermediate	Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3398	Intermediate	Intermediate		Intermediate	Intermediate
English 4321	Advanced	Advanced		Advanced	Advanced
English 4400	Advanced	Advanced		Advanced	Advanced
English 4450	Advanced		Advanced		Advanced
English 4513	Advanced	Advanced		Advanced	Advanced
English 4514	Advanced	Advanced		Advanced	Advanced
English 4515	Advanced	Advanced		Advanced	Advanced
English 4520.01	Advanced	Advanced		Advanced	Advanced
English 4520.02	Advanced	Advanced		Advanced	Advanced
English 4521	Advanced	Advanced		Advanced	Advanced
English 4522	Advanced	Advanced		Advanced	Advanced
English 4523	Advanced	Advanced		Advanced	Advanced
English 4531	Advanced	Advanced		Advanced	Advanced
English 4533	Advanced	Advanced		Advanced	Advanced
English 4535	Advanced	Advanced		Advanced	Advanced
English 4540	Advanced	Advanced		Advanced	Advanced
English 4542	Advanced	Advanced		Advanced	Advanced
English 4543	Advanced	Advanced		Advanced	Advanced
English 4547	Advanced	Advanced		Advanced	Advanced
English 4549	Advanced	Advanced		Advanced	Advanced
English 4550	Advanced	Advanced		Advanced	Advanced
English 4551	Advanced	Advanced		Advanced	Advanced
English 4551E	Advanced	Advanced		Advanced	Advanced
English 4552	Advanced	Advanced		Advanced	Advanced
English 4553	Advanced	Advanced		Advanced	Advanced
English 4554		Advanced			Advanced

English 4559		Advanced			Advanced
English 4560	Advanced	Advanced		Advanced	Advanced
English 4563	Advanced	Advanced		Advanced	Advanced
English 4564.01	Advanced	Advanced		Advanced	Advanced
English 4564.02	Advanced	Advanced		Advanced	Advanced
English 4564.03	Advanced	Advanced		Advanced	Advanced
English 4564.04	Advanced	Advanced		Advanced	Advanced
English 4575	Advanced	Advanced		Advanced	Advanced
English 4575E	Advanced	Advanced		Advanced	Advanced
English 4576.01	Advanced	Advanced		Advanced	Advanced
English 4576.02	Advanced	Advanced		Advanced	Advanced
English 4576.03	Advanced	Advanced		Advanced	Advanced
English 4578	Advanced	Advanced		Advanced	Advanced
English 4578H	Advanced	Advanced		Advanced	Advanced
English 4579	Advanced	Advanced		Advanced	Advanced
English 4580	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H	Advanced	Advanced		Advanced	Advanced
English 4590.02H	Advanced	Advanced		Advanced	Advanced
English 4590.03H	Advanced	Advanced		Advanced	Advanced
English 4590.04H	Advanced	Advanced		Advanced	Advanced
English 4590.05H	Advanced	Advanced		Advanced	Advanced
English 4590.06H	Advanced	Advanced		Advanced	Advanced
English 4590.07H	Advanced	Advanced		Advanced	Advanced
English 4590.08H	Advanced	Advanced		Advanced	Advanced
English 4590.09H	Advanced	Advanced		Advanced	Advanced
English 4591.01H	Advanced	Advanced		Advanced	Advanced
English 4592	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595	Advanced	Advanced		Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced
English 5710					Advanced

English 5720	Advanced	Advanced		Advanced	Advanced
English 5721	Advanced	Advanced		Advanced	Advanced
English 5722	Advanced	Advanced		Advanced	Advanced
English 5723	Advanced	Advanced		Advanced	Advanced
English 5797	Advanced	Advanced		Advanced	Advanced
English 5980	Advanced	Advanced			Advanced
Concentration II: Writing, Rhetoric, Literacy:					
Englis 2150	Beginning				Beginning
English 2269		Beginning			Beginning
English 2367.01		Intermediate			Intermediate
English 2367.01E		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate	Intermediate		Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2367.08		Intermediate			Intermediate
English 3271		Advanced			Advanced
English 3304		Advanced			Advanced
English 3305		Advanced			Advanced
English 3379		Intermediate			Intermediate
English 3467S		Advanced			Advanced
English 4150		Advanced			Advanced
English 4555		Advanced			Advanced
English 4567S		Advanced	Advanced		Advanced
English 4569		Advanced			Advanced
English 4570		Advanced			Advanced
English 4571		Advanced			Advanced
English 4572		Advanced			Advanced
English 4573.01		Advanced			Advanced
English 4573.01E		Advanced			Advanced

English 4573.02		Advanced			Advanced
English 4574		Advanced			Advanced
English 4584		Advanced	Advanced		Advanced
English 4585		Advanced	Advanced		Advanced
English 4591.02H		Advanced			Advanced
English 5804		Advanced			Advanced
English 2265		Beginning		Beginning	Beginning
English 2266		Beginning		Beginning	Beginning
English 2267		Beginning		Beginning	Beginning
English 2268		Beginning		Beginning	Beginning
English 2298	Intermediate	Intermediate		Intermediate	intermediate
English 3465		Intermediate		Intermediate	Intermediate
English 3466		Intermediate		Intermediate	Intermediate
English 3468		Intermediate		Intermediate	Intermediate
English 3662		Intermediate		Intermediate	Intermediate
English 4565		Advanced		Advanced	Advanced
English 4566		Advanced		Advanced	Advanced
English 4566E					
English 4568		Advanced		Advanced	Advanced
English 4591.01H		Advanced		Advanced	Advanced
Folklore:					
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 4571		Advanced			Advanced
English 4590.04H		Advanced		Advanced	Advanced
English 4577.01	Advanced	Advanced		Advanced	Advanced
English 4577.02	Advanced	Advanced		Advanced	Advanced
English 4577.03	Advanced	Advanced		Advanced	Advanced
English 4597.02	Advanced	Advanced	Advanced	Advanced	Advanced
Undergraduate Research					
English 4998	Advanced	Advanced		Advanced	Advanced
English 4998H	Advanced	Advanced		Advanced	Advanced
English 4999	Advanced	Advanced		Advanced	Advanced

English 4999H	Advanced	Advanced		Advanced	Advanced
Required Courses Outside the Unit for Pre-Ed:					
EDTL 2389				Intermediate	Intermediate
EDTL 3356	Intermediate			Intermediate	
General Elective Courses:					
English 4189		Advanced			
English 5191		Advanced			
English 5193	Advanced	Advanced		Advanced	Advanced
English 5194	Advanced	Advanced		Advanced	Advanced
General Education Courses:					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
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English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning		Beginning	Beginning
English 2269	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272		Intermediate			Intermediate
English 2275	Beginning	Beginning		Beginning	Beginning
English 2276		Intermediate			Intermediate
English 2277	Beginning				Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning

English 2281	Beginning	Beginning		Beginning	Beginning
English 2282	Beginning			Beginning	
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2367.01		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate			Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2463		Intermediate		Intermediate	Intermediate
English 2464	Beginning		Beginning		Beginning
English 3361		Intermediate			Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3597.03					Intermediate
English 4554		Advanced			Advanced
English 4597.02		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced

