

I. COURSE DESCRIPTION:

Students will develop the tools needed to conduct a successful job search. Emphasis will be placed on performing a self-assessment to identify skill sets and personal goals and objectives; developing an effective functional resume; completing various job search documents (including job applications, cover letters, and other related forms of correspondence); and researching and preparing for an interview (including participation in a simulated interview).

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student along with the assistance of a Learning Specialist will demonstrate the basic ability to:

1. Analyze individual strengths, values and goals.

Potential Elements of the Performance:

- Identify the steps involved in finding the right job.
- Complete a self-evaluation of job skills and interests.

2. Apply techniques to conduct an effective job search, including preparation of a cover letter and follow-up letters.

Potential Elements of the Performance:

- Establish a network of people to help you find a job.
- Explain the importance of career fairs and other contact with employers.
- Use the Internet to conduct a job search.
- Create letters for gaining employment – cover, application, networking, prospecting, thank-you, and acceptance.
- Prepare envelopes.
- Complete a job application.
- Design personal business/calling card.

3. Produce an effective resume.

Potential Elements of the Performance:

- Create a functional resume.
- List and categorize/label skills.
- Analyze job ads (postings).
- Match your resume to an employer's needs.
- Create a list of references.

4. Apply strategies for interview and employment success.

Potential Elements of the Performance:

- Identify types of interviews.
- Prepare responses to interview questions often asked by employers.
- Participate in a team interview with classmates.
- Prepare a list of questions interviewees can ask employers during an interview.
- Describe types of tests employers use.
- Describe fully traits employers seek in employees.

5. Prepare for, and participate in, a simulated interview.

Potential Elements of the Performance:

- Prepare and submit a cover letter/envelope and resume in response to a simulated job posting by the deadline indicated in the job posting.
- Conduct research related to job posting prior to the interview.
- Prepare questions to be asked during the interview.
- Attend a simulated job interview/debriefing session during out-of-class hours.
- Prepare a report summarizing the simulated interview process.
- Prepare and mail a thank-you letter/envelope following participation in the simulated interview.

III. TOPICS:

(Note: These topics sometimes overlap several areas of skills development and are not necessarily intended to be explored in isolated learning units or in this order.)

1.
 - Taking the first steps in job search.
 - What is involved in finding the right job.
 - What are you really looking for in a job.
 - Listing your skills and abilities.
2.
 - Parts of a resume.
 - Types of resumes.
 - Samples of resumes.
 - Creating/adapting a resume.
3.
 - Conducting company research.
 - Using the Internet to find jobs.
 - Networking.
 - Telemarketing.
 - Career fairs and other employer contact.

4.
 - Creating cover letters.
 - Preparing other employment letters.
 - Completing job applications.
5.
 - Types of interviews.
 - Basic structure of the interview.
 - Preparing yourself.
 - Knowing what to expect.
 - Identifying what employers are looking for.
 - Using portfolios.
 - Testing – part of the selection process.
 - Preparing pertinent interview questions to ask interviewers following the interview.
 - Participating in, and preparing for, the simulated interview process.
6.
 - Dealing with job offers.
 - How to keep the job.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

No textbook required.

One labeled letterhead size file folder.

V. EVALUATION PROCESS/GRADING SYSTEM:

A variety of assignments/activities will be assigned to include, but not be limited to, the following:

- (1) Skills Listing & Summary of Qualifications (what you can offer employers)
(5%)
- (2) Functional Resume with References
(35%)

(3) Miscellaneous Assignments to consist of:
(35%)

- Letter of Application (Cover Letter)
- Thank-you Letter
- Job Application Form
- Research Assignment using the Internet
- Responses to Prepared Interview Questions
- Participation in Team Interviews with Classmates
- Preparing Interviewing Questions to Ask an Interview Team at the End of an Interview
- Networking Assignment (attendance at a job fair if available)*

**One day during the semester all students will be required to attend class dressed in appropriate workplace attire.*

(4) Attendance and Participation

(students are allowed two missed class hours – a 1% deduction will be applied for every missed class hour after the allowed two absences)

(10%)

(5) Participation in Simulated Interview**

(15%)

*Students must have completed all assignments in order to be eligible to participate in the mock/simulated interviews. Students must attend 75 percent of all classes in order to be eligible to participate in the mock/simulated interviews. Failure to attend 75 percent of all classes will result in a grade of 0/15 for this component.

As well, in order to receive a grade of 15 percent, students must complete **all components/elements of this simulated (mock) Interview process.

Elements of the simulated interview include:

- Preparing a cover letter, envelope, and resume in response to simulated job posting.
- Conducting research on the company posting the job.
- Attending a simulated out-of-class interview and debriefing session.
- Preparing a report summarizing the experience.
- Preparing and mailing a thank-you letter/envelope to members of the mock interview team.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November for fall courses, March for winter courses, or June for summer courses* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Students are expected to demonstrate respect for others in the class. Classroom disturbances will be dealt with through an escalating procedure as follows:

- Verbal warning
- E-mail notification
- Meeting with the Dean

Students are expected to be present to write all tests during regularly scheduled classes.

In the event of a failed course grade, a supplementary test will be administered at the end of the semester to those students who have attended 75 percent of classes and have completed all required course work. The mark achieved on the supplemental will replace the lowest failed test for the final grade calculation. An appropriately labeled CD (or memory stick) containing completed daily work **MUST** be available prior to writing the supplemental test if requested by the professor.

It is expected that 100 percent of classroom work will be completed and submitted on time. All work must be labeled with the student's name and the project information. A CD/memory stick labeled with the student's, the professor's, and the course name **MUST** be available with the assignment. All work must be submitted in a labeled folder complete with a plastic disk pocket to house the CD/memory stick.

At the professor's discretion, CDs/memory sticks will be checked. Students are advised to maintain at **LEAST** one backup of all files. A lost or damaged CD/disk will not be an acceptable reason for a late or incomplete assignment.

A late assignment will be accepted if submitted within **72 hours** of the due date and time. Twenty-five percent will be deducted from late/incomplete assignments automatically. Failure to follow this procedure will result in a zero grade for the assignment.

During testing, the program's on-line help may be available. Tests will not be "open book". Students must ensure that they have the appropriate tools to do the test (i.e. diskettes, pencil, pen, etc.). Students are expected to keep their eyes on their own work during tests; academic dishonesty will result in a grade of zero (0) on the test for all involved parties.

Proofreading is an integral part of this course. Marks will be deducted for all proofreading and spelling errors. Refer to attached departmental grading scheme.

Regular attendance and participation is expected to ensure course information is communicated to all students. In-class observation of student work and guidance by the professor aids student success. Lectures will not be repeated in subsequent classes.

Test papers will be returned to the student after grading in order to permit verification of the results and to review the tests. However, the student will be required to return all test papers to the professor who will keep them on file for three weeks after the semester finish date. Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the test paper being returned.

Keyboarding proficiency is stressed and is an essential component of this course. Students who are unable to keyboard with a touch type technique are encouraged to use (or purchase) the *All the Right Type* typing tutor software located on the E-wing network and in The Learning Centre.

It is the student's responsibility to be familiar with the course outline and department manual. Students are expected to check college e-mail twice daily as a minimum.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.