

**Journal Guide\***

As you reflect on your vocation -- how to live your interests and talents in a meaningful way -- this class will expose you to a number of life stories via the speakers' "texts." In addition to hearing the speakers' vocational narratives, you will be encouraged outside of class to reflect on your own interests, talents, and aspirations. Rather than a number of additional course readings, you will be expected to journal on the speakers' "texts" as they connect with your own life.

The article "Letting Your Life Speak" will serve as a journaling guide to provide you with concrete ways to reflect on clues within your experiences that reveal your interests, talents, values, personality, and dreams. The article describes six qualities of "vocational living" and invites you to listen for these qualities in the speakers' stories and to perceive these qualities in your life. The speakers' narratives and the examples in this article are meant to encourage you to think more deeply about your life. Additionally, through journaling you are encouraged to consider how your personal traits apply to your daily life and work choices.

You will be expected to refer back to "Letting Your Life Speak" for the journaling exercises. Each of the six sections of the article end with questions for reflection.

- Choose one question.
- Write a two page reflection that integrates insights from the speakers' stories or the article "Letting Your Life Speak" with your own reflection on the chosen question.
- Complete the journals by the given dates in the syllabus. *No more than one journal will be accepted on either date.*
- Journals are to be typed and double spaced.

**Evaluation will be based upon:**

- Quality of writing (grammar, structure, focus)
- Thoughtful integration of reactions to speakers and/or articles in relation to the journal question
- Ability to connect developing self knowledge with applications to your daily life and work aspirations

**Due: October 11 AND/OR October 25**  
**10 points each**  
**Approx. 2 pages**

***\* In order to best meet you where you are in your exploration, you may choose to complete 2 journals, OR 1 journal and 1 resume, OR 1 journal and 1 instructor meeting, OR 1 resume and 1 instructor meeting.***

***Meet with the Instructor\****

This class is designed to assist you where you are in your exploration. Whether you are confused about your interests, grappling with family expectations, exploring a certain aspect of vocation discernment, or ready to begin the internship, job, or graduate school search, your instructor is available to assist you with career counseling and resources.

- 1) Consider where you are in your exploration and the questions on your mind.
- 2) Contact Elizabeth ([ethompson@scu.edu](mailto:ethompson@scu.edu) or 408.554.2359) **AT LEAST** a week in advance of the assignment due date to set up a 30-60 minute appointment.
- 3) Write a 1 page reflection that discusses your reactions to the meeting, a goal you wish to pursue, and the steps you will take to meet that goal.

**Due: October 11 OR October 25**  
**10 points**  
**1 page**

***\* In order to best meet you where you are in your exploration, you may choose to complete 2 journals, OR 1 journal and 1 resume, OR 1 journal and 1 instructor meeting, OR 1 resume and 1 instructor meeting.***

**Resume\***

As you begin to clarify your interests, talents, and aspirations, developing a focused resume is the next step to move forward with your goals. The process of writing a resume can assist you with articulating your skills and accomplishments as they relate to the particular internship or job you are seeking. Knowing your strengths as well as the skills you enjoy is critical not only in writing a resume but throughout the entire job search process, including when networking, interviewing, and writing cover letters.

- 1) Search for a job or internship description which appeals to you.  
(Consider using BroncoLink [www.scu.edu/careercenter](http://www.scu.edu/careercenter)).
- 2) Underline the key skills and qualifications listed in the job/internship description.
- 3) Thoroughly read the Resume Guide provided you in class.
- 4) Write a draft of your resume following the guidelines described in the Resume Guide. Pay special attention to the accomplishment statements described in the guide. Be sure to highlight your skills and accomplishments that relate to the skills and qualifications in the job description.
- 5) Sign up for a 15-minute Same Day appointment to have a Career Center staff member review your resume. On the day you wish to meet with a staff member, call in (408.554.4421) or walk in to sign up for a 15-minute appointment. (Same Day Appointment hours: M-F, 11:00 a.m. – 1:00 p.m.; M-TR, 3:00 – 5:00 p.m.)
- 6) **Be sure to have the Same Day staff member sign this form below!**
- 7) Revise your resume according to suggestions made in the Same Day appointment.
- 8) Turn in your resume, with this form signed, and a copy of the internship or job description.

**Due: October 11 OR October 25**  
**10 points**  
**1 page**

**Same Day Staff Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*\* In order to best meet you where you are in your exploration, you may choose to complete 2 journals, OR 1 journal and 1 resume, OR 1 journal and 1 instructor meeting, OR 1 resume and 1 instructor meeting.*

**WILDCARD PROJECT**

The wildcard project gives you the freedom to choose between one of three possible assignments in order to pursue a topic that is most meaningful to you and the questions currently on your mind.

**Wildcard I  
Autobiography**

*"One's life story cannot be told with complete veracity. A true autobiography would have to be written in states of mind, emotions, heartbeats, smiles and tears, not in months and years, or physical events. Life is marked off on the soul by feelings, not by dates."* Helen Keller

Throughout this course you will be given the opportunity to reflect on how defining moments in your life have shaped who you are and how this unfolding self-knowledge directs your academic and career decisions. You will also hear alumni and others share their own stories about their career choices and vocational discernment.

Now it is your turn to creatively synthesize what you learn about yourself in this class into an autobiography (autos=self, bios=life, graphe=writing). Your autobiography is a representation of yourself, and you are encouraged to be creative about how you incorporate the themes of your life into the following components.

**Past:** Include defining moments, peak experiences, meaningful relationships, and other stories that define your talents, interests, personality, values, etc.

**Present:** Reflect on who you are now and how your sense of self is reflected in the life you are currently living. Consider addressing what provides meaning/fulfillment in your life and how you define success. You may include the questions currently on your mind about major, career pursuits, or vocation, as well as insights you learned about yourself through the course and the Strong Interest Inventory.

**Future:** Include goals and next steps for making academic and/or future work decisions. Consider painting a picture of yourself 5-10 years from now ...where you will be, how you will be living out your interests, what communities you will be involved in, based on what you know about yourself.

An engaging autobiography artfully weaves the threads of a life history into recognizable themes through stories and thoughtful reflection. Be imaginative! Incorporate yourself into your writing! And be focused and concise!

Evaluation will be based upon:

- 1) Quality of writing (grammar, structure, focus)
- 2) Incorporation of thoughtful examples from your life with additional insights developed from course
- 3) Integration of the 3 components; draw on themes in your life to provide focus to your story; ability to connect self-knowledge and themes with future aspirations

**Due: November 1**  
**25 points**  
**6-7 pages**

**\*\*NOTE:** *This assignment is meant to provide you with something tangible to look back upon in years to come. Your creativity and inspiration are key to creating a self-portrait that you would like to keep. If you would like to incorporate the three components of this project through a medium other than writing (or through creative writing), please pass your ideas by Elizabeth. Past students have created photo journals, doll houses, children's stories...*

**Wildcard II**  
**Major or Career Research**

As you listen to others share their life stories and what brings them meaning and fulfillment, you may find yourself wondering about your own interests and talents and how they apply to academic major choices or the world of work. This assignment allows you to research a major or career while also reflecting upon your interests and talents.

1) Use both the Career Center's Resource Library (Monday - Thursday: 8 a.m. – 5:30 p.m., Friday: 8 a.m. – 4:30 p.m.) and the online tools introduced to you in class to choose a major or career to explore. **Identify at least three resources to support your research, including at least one from the Career Center library.**

2) Address the following questions in your paper:

A) What sparks your interest in this particular major or career? Share personal examples about your interests, talents, values, and personality as well as insights from the Strong Interest Inventory that seem to fit well with this major or career.

B) Share the resources you used to research this particular major or career and what you learned. Consider the following questions to guide your research:

For major:

What type of coursework is required? What topics are typically covered in the core curriculum? What are related disciplines of study? What type of careers do people with interests in this particular subject area sometimes pursue? Be sure to read the Perspectives section on MyRoad.com to find out what other students have to say about this major.

(For access to MyRoad.com visit <http://www.scu.edu/careercenter/students/myroad.cfm> to submit your contact information. The Career Center will respond during the business week to provide you with instructions for accessing MyRoad)

For career:

Address areas such as the nature of the work, working conditions, qualifications and skills needed, job outlook and earnings, related occupations, and industry trends. What is the workplace culture and lifestyle like for this particular occupation? Of the various industries that this occupation exists in, which do you gravitate towards? Be sure to read "People Profiles" by industry on WetFeet.com.

C) Share your reactions to the information you learned. What is most and least appealing about this major or career? From what you know about your interests, talents, values, and personality, how closely does this major or career fit what you are looking for? What next steps do you need to take in order to make a meaningful decision?

Evaluation will be based upon:

- 1) Quality of writing (grammar, structure, focus)
- 2) Incorporation of information gained from your major or career research
- 3) **\* Be sure to cite resources from both the Career Center's Resource Library and online websites \***
- 3) Thoughtful reactions, new learning, next steps, and integration of self-knowledge in relation to the major or career

**Due: November 1**  
**25 points**  
**4-5 pages**

**Wildcard III**  
***Family Interview***

Often times, family influences our perceptions of work and the choices we make. Such influences may be subtle or obvious, wanted or unwanted, and helpful or unhelpful. In order to make meaningful decisions around work, talking with those who influence you to learn more about the questions they faced at your age and how they lived the answers, can be beneficial. In this assignment, you will be required to enter into conversation with your parent or caregiver to gain insight into his/her life story and the rewards and challenges involved in his/her pursuit of a meaningful life.

- 1) Prepare a set of at least 10 questions you would like to ask your parent or caregiver. As you consider questions, think of what you do not yet know about this person's story, and what information might assist you as you explore questions about your future. Possible conversations to consider: How he/she defines success, what makes him/her happy, where he/she derives personal meaning in life, the questions he/she faced at your age and how he/she lived them, his/her dreams for you, etc.
- 2) Prepare 2-3 conversation topics you would like to share with your parent or caregiver about your own exploration process. As you consider what you might like to share, ask yourself what you wish to communicate to this person that he/she does not already know. Consider including where you are in your exploration process, and what is most currently on your mind as you think about your future.
- 3) Write a reflection discussing the following questions: Whom did you interview and why? How has this person influenced you? Be sure to provide examples. What about his/her influences do you appreciate and/or not appreciate? What did you learn? What were your reactions to his/her responses and his/her reactions to the conversation points you shared about your exploration process?

Evaluation will be based upon:

- 1) Quality of writing (grammar, structure, focus)
- 2) Incorporation of examples of your parent's influence and information gained from the "interview" (including your 2-3 conversation topics and how your parent reacted to the topics)
- 3) Integration of thoughtful reactions, new learning, and connections to topics raised by speakers or course readings

**Due: November 1**  
**25 points**  
**4-5 pages**

***Informational Interview***  
**(Required – No additional options)**

This course exposes you to people working in a variety of fields, with the common thread being that all speakers are committed to pursuing meaningful work. This assignment now provides you the opportunity to further explore careers that resonate with your own interests. You will be required to:

- 1) Identify someone working in a field of interest that you would like to interview (not a professor, course speaker, or friend). **An informational interview is a meeting between you and a contact so that you can gather information about a position, industry, geographic location, etc.. Most people are more than happy to share their experiences with an interested student!**

Consider the following as you seek potential contacts:

- a. Use your networks to locate a contact! (family, friends, supervisors, classmates, school organizations, professors, hair stylists...)
  - b. Professional associations
  - c. Alumni database
- 2) Prepare a list of 10 questions that you would like to ask your contact. Think about what you would like to know as you consider this field. Possible areas to discuss might include your contact's background, training, work fulfillment, work challenges, work/life balance, and advice. Be sure to review the Informational Interviewing handout provided in class.
  - 3) Email the instructor by **Thursday, October 18**, with a short list responding to the following information:
    - a. Name of contact & how you found the contact
    - b. What you hope to learn from the interview
    - c. 10 questions you will be asking your contact

**Email Due: October 18<sup>th</sup>**  
**5 points**

- 4) Write a reflection addressing the following questions:
  - A) What about this field attracts you? What were you hoping to learn from the interview?
  - B) How did you find your interview contact, and what was the interview like for you? What insights and information did you gain from the interview? How does this information compare to insights raised in class?
  - C) What questions/next steps arise for you now?
- 5) Turn in a copy of your thank you note with your reflection by November 29.

Evaluation will be based upon:

- 1) Quality of writing (grammar, structure, flow)
- 2) Incorporation of information from the interview, and an attached copy of thank you note
- 3) Thoughtful reactions, new insights, and next steps; integration of course insights with learning developed from interview

**Paper Due: November 29**  
**25 points**  
**4 pages**