

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.

Journal 1

The 6th Annual Arts & Sciences Career Celebration, January 24th, 6:00-8:30 p.m., California Mission Room (Formerly Brass Rail)
Consider the questions and experiences you shared with speakers at the symposium reception. As you reflect on your aspirations, identify 3 questions most on your mind to ask alumni at the A & S Career Celebration. This event allows you to speak with alumni in a variety of fields during 20-minute round table discussions. Write a 2-page reflection addressing the experiences that have shaped the questions on your mind, what insights you learned from the alumni, and your experience of the event.

Journal 2

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.

For your 2nd journal you will be expected to refer back to "Letting Your Life Speak." Each of the six sections of the article end with questions for reflection. You will be expected to

- Choose 1 question within any one of the six topics and write it at the top of your journal.
- Write a 2 page reflection that integrates insights from the speakers stories or the article, "Letting Your Life Speak" with your own reflection on the chosen question.

Evaluation will be based upon:

- Quality of writing (grammar, structure, focus) *Journals are to be typed and double spaced.*
- Thoughtful integration of reactions to speakers and/or article in relation to the journal question
- Ability to connect developing self knowledge with applications to your daily life and work aspirations

Due: January 30, February 6
5 points each, Approx. 2 pages

Pursuing Your Goals: Meet with the Instructor OR Write Your Resume**Meeting with your 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 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: February 27
10 points
1 page

OR

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 and the skills you enjoy using is critical not only in writing a resume but throughout the entire job search process, including when writing cover letters and interviewing.

- 1) Search for a job or internship description which appeals to you (Consider using BroncoTrak on 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: February 27
10 points
1 page

Same Day Staff Signature: _____

Date: _____

Informational Interview

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 Guide provided in class.
 - 3) Email the instructor by Thursday, February 13, 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: February 13
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 your reflection with a copy of your thank you note by March 13

Evaluation will be based upon:

- 1) Quality of writing (grammar, structure, flow)
- 2) Incorporation of information from the interview, and 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: March 13
25 points
4 pages

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

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. – 5 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 attracts you to 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 (ask Elizabeth about access to MyRoad.com) to find out what other students have to say about this major.

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 *** 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: February 20
25 points
4-5 pages

Wildcard II 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 around 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: February 20
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-portrayal 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.

Wildcard III
Family Interview

Often times, family influences our perceptions of work and the choices we make as we consider our aspirations. 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 have influenced 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 own 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 points 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: Who did you interview and why? How has this person influenced you? (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 own 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 points and how your parent reacted to the points)
- 3) Integration of thoughtful reactions, new learning, and connections to topics raised by speakers or course readings

Due: February 20
25 points
4-5 pages