

Careers in the Social Sciences
Sociology 215-01
Rhode Island College, Spring 2024
Gaige 305

Prerequisite: First-Year Writing & completion of at least 15 credits

Instructor Information

Dr. Mikaila Mariel Lemonik Arthur

marthur@ric.edu (preferred) or 401.456.8681 (be sure to leave a callback number & when to call)

Student Meetings: Drop-In hours Tuesdays 2:30-3:30 PM, Thursdays 11-11:30 AM & 6-6:30 PM, Gaige 351. You can also book an in-person, Zoom, or phone appointment with me at <https://calendly.com/mmlarthur> or let me know if you need an alternate time.

Course Meetings

Thursdays 10-11:50 AM

Course Description

In this course, students learn about the range of careers for social science majors, including opportunities for graduate study, explore personal career plans, and develop documents like resumes, cover letters, and LinkedIn profiles.

Materials

All course materials will be made available via Blackboard

***** PLEASE DO NOT COME TO CLASS IF YOU ARE EXPERIENCING COVID SYMPTOMS OR HAVE BEEN EXPOSED TO COVID.*****

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE.

Course Requirements

This course is graded out of 115 points; the cutoff for an A grade is roughly 95.

- 1) **Participation** (10 points). To obtain the full benefit from this course, you need to attend class and participate. This means asking questions, including of guest speakers and engaging fully in class discussions and activities. If class participation is difficult for you, please come see me as soon as possible so we can discuss alternative approaches to help you succeed in the course.
- 2) **Weekly Assignments** (5 points each). Each week there will be one or two assignments designed to help you explore career possibilities and prepare to launch yourself into a career. Given the total points, you can miss 2-3 assignments without a significant impact on your grade. We will discuss this grading system more together in class.

- 3) **Final Reflection** (15 points). All students will be required to complete a final reflection paper in which they discuss what they have learned in this course, what their short-term and long-term career-related plans are, and what specific action steps they will take to make these plans a reality.

Note: federal guidelines expect students to complete three hours of work (including both in-class and out-of-class time) for every credit hour earned.

(<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>)

Course Schedule

The schedule below is tentative and may be rearranged as needs dictate. I will attempt to honor your collective preferences about certain due dates & will repost the syllabus and edit Blackboard after they are finalized. Please check Blackboard for more specific details. *Readings & other assignments we will discuss in class are due no later than the beginning of class on the date for which they are listed, unless otherwise noted. Where we are not discussing the assignment in class that day, a no-questions-asked 24-hour extension is always possible. If we are discussing the assignment in class that day and you are not prepared to discuss it, you can still submit late but will receive a reduced grade.*

Module 1: What Skills Do You Have & What Do Employers Want?

January 18: Intro to the Class

- Read: entire syllabus
- Complete: Introductory survey, due January 21

January 25: What Skills Do You Have?

- Watch: ASA webinar on careers in sociology
 - Complete: Skills Self-Assessment Part I
- January 29: Drop Deadline*

February 1: What do Employers Want?

- Read: AACU report
- Review: <https://whatcanidowiththismajor.com/> for your major(s) and minor(s)
- Complete: Skills Self-Assessment Part II

Module 2: Exploring Career Possibilities

February 8: Alumni Panel 1

- Complete: TypeFocus Assessment and submit results
- Bring: Questions for alumni panelists

February 15: Alumni panel 2

- Bring: Questions for alumni panelists
- Complete: 1-2 page reflection paper on your TypeFocus results

February 22: Job Searching

- Complete: 1-2 page reflection paper on alumni panels

February 29: Learning More About Careers

- Complete: Skills Self-Assessment Part III
- Complete: Career Profile

Module 3: Preparing for the Job Search

March 7: Resumes

- Read: Materials on Resumes
- Read: 47 Questions to Ask Someone You Admire About Their Job
- Schedule Informational Interview

March 14: No Class (Spring Break)

March 21: Cover Letters

- Read: Materials on Cover Letters
- Complete: Draft Resume
- Complete: Informational Interview Reflection

March 28: Job Interviews

- Read: What to Include in a Follow-Up Email After Your Interview
- View/complete: Fast Track Interview Curriculum, Part I
- Complete: Draft Cover Letter

April 3 is the deadline for withdrawals for academic reasons. After that date if you need to withdraw, you must go through student life & have a documented non-academic reason (e.g. illness or military deployment).

Module 4: Improving Your Prospects

April 4: Networking

- View/complete: Fast Track Interview Curriculum, Parts II & III
- Complete: Interview Assignment
- Read: “The Strength of Weak Ties”
- Read: Networking on LinkedIn

April 11: Enhancing your Employability

- Complete: LinkedIn Profile
- Complete: Draft Email Asking for a Professional Reference

April 18: Graduate School

- Read: Pages from Calarco, *A Field Guide to Grad School*
- Read: “Your Personal Statement”
- Complete: Portfolium Profile

April 25: Last Class

- Complete: Draft Graduate School Personal Statement

May 2: No Class Meeting (no exam scheduled)

- Complete: At least 1 revised career document (resume, cover letter, personal statement, LinkedIn page)
- Complete: Final Reflection Paper (required for all students)

Course Policies

Academic Integrity

All students enrolling in this course are expected to abide by the Rhode Island College guidelines on academic honesty. More information about academic integrity and avoiding plagiarism, as well as RIC policies, can be found at <http://ric.libguides.com/proethics>. Examples of academic dishonesty include, but are not limited to:

- Using AI writing systems and turning in the results as if they are your own work.
- Plagiarizing written work, including copying some or all of your work from a book, a website, or another student's paper. Think about how you would feel if someone passed off your hard work as their own.
- Using sources without proper attribution. Remember that all claims in a paper that did not spring fully formed from your own head need attribution, regardless of whether or not they are paraphrased, and all direct quotes should appear in quotation marks. If you are unsure how to document sources, please see me or check the links in Blackboard.
- Turning in research reports that are fabricated or which do not accurately represent the research activities in which you engaged.
- Turning in work completed for other classes without prior permission.
- Working together with other students or seeking help from professionals or peers on assignments which prohibit such activities.
- Destroying course materials or otherwise preventing other students from achieving fully in this course.

Cheating successfully is often harder than you think, and you might as well just put your effort into doing the assignment legitimately. The penalties for academic dishonesty are severe, and include receiving a 0 on the assignment for the first minor offense, receiving an F for the class for a repeated offense, and report to the Vice President for Academic Affairs at RIC for all offenses. If you feel the urge to engage in academic dishonesty, stop and think about what you are doing, and then come see me so we can work out a plan together to ensure your success in the course.

Extensions, Absences, and Attendance

Please make every effort to attend all scheduled class sessions. Class sessions will not be recorded and group activities cannot be made up. However, we can work out a plan for alternative assignments if you become ill, face quarantine, or otherwise will miss more than a class or two. If you need an extension, instructions for requesting one are available in Blackboard.

Unless otherwise noted, assignments are due in Blackboard at specific times as indicated in Blackboard; you can request an extension for eligible assignments using the link in Blackboard. Assignments **must** be saved in *.rtf, *.doc, or *.docx (preferred). Blackboard does log your

submissions; you can return to an assignment yourself to see if you have submitted it correctly, and I am happy to show you how to do this so that you will not need to email me to see if I have received your work.

Course Technology

Students are expected to check their RIC email addresses and Blackboard frequently, at least a couple of times per week, and to have sufficient Internet access to complete readings & assignments via Blackboard. If you primarily use another email account, you must forward your RIC email, as I do use email to disseminate important information about the course. If you are not able to access email or Blackboard, you should seek assistance from User Support Services right away (<https://www.ric.edu/department-directory/user-support-services> or 456-8803).

Students with Disabilities

Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at <https://www.ric.edu/department-directory/disability-services-center> If you have a disability that requires or would benefit from accommodations to ensure you have equal access to success in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. All reasonable accommodations will be made.

Supplemental Services

Everyone, even excellent students, benefits from having another set of eyes on their writing, so visit the **Writing Center** early often to help develop your ideas, organize your writing, and improve your drafts: <https://www.ric.edu/department-directory/writing-center>

- Seek support to develop your academic & study skills at **OASIS**: <https://www.ric.edu/department-directory/office-academic-support-and-information-services-oasis>
- Visit the **Counseling Center** to obtain support with anxiety, depression, or other distress you may be experiencing. Services are free & confidential: <https://www.ric.edu/department-directory/center-health-and-wellness/counseling-services>
- **Any student who faces challenges securing food, housing, or other basic needs is urged to contact the Learning for Life (<https://www.ric.edu/department-directory/learning-life>) and/or the Dean of Students' Office (https://cm.maxient.com/reportingform.php?RhodeIslandCollege&layout_id=33).**

If you would like more information about the resources available, you can ask me at any time this semester. You do not need to tell me why you are asking to get help for a friend, another student, or yourself.

These services are available and free to all students. Use them!

Course Learning Outcomes

1. Develop an understanding of career paths for social sciences majors, including postgraduate study.
2. Prepare draft job application materials and other job search and career-related documents.