

**Careers in the Social Sciences**  
Sociology 215-01  
Rhode Island College, Spring 2025  
Online Asynchronous

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

*Instructor Information*

Dr. Mikaila Mariel Lemonik Arthur

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

**Student Meetings:** Drop-In Hours Wednesdays 3-4 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 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

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE. REFER TO BLACKBOARD FOR THE MOST UP-TO-DATE COURSE INFORMATION.

**Course Requirements**

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

- 1) **Weekly Assignments** (Roughly 66 points). Each week there will be one or two assignments designed to help you explore career possibilities and prepare to launch yourself into a career. Individual assignments include discussion boards, reflection papers, the creation of job search documents, and other activities, and are generally worth 1-6 points each.
- 2) **Video Quizzes** (Roughly 33 points). Each week there will be one or more videos, and embedded in the videos are quiz questions. The typical video will have 2-4 quiz questions, which will be presented to you as you watch the video. Questions will be primarily multiple choice and true/false, though there will occasionally be short answer questions.
- 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 weekly (including watching video lectures, completing course readings, completing assignments, and other activities) for every credit hour earned.

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

## Course Schedule

All weekly work (except discussion board responses) will be due on Sundays at 11:59 pm, with a no-excuse-needed extension until Tuesday morning at 9:30 am that you can use when needed. Discussion board responses, when assigned, will be due by Tuesdays at 11:59 pm.

### Part 1: What Skills Do You Have & What Do Employers Want?

Week of Jan 20: Intro to the Class (Week 1)

- Read: Entire Syllabus
- Watch: Course Introduction Video
- Watch: Academic Integrity Video
- Complete: Introductions Discussion Board

Week of Jan 27: What Skills Do You Have? (Week 2)

- Review: <https://whatcanidowiththismajor.com/> for your major(s) and minor(s)
- Watch: Video on Skills
- Watch: Video on Hope as a Skill
- Complete: Skills Self-Assessment Part I

*Feb 3: drop deadline*

Week of Feb 3: What do Employers Want? (Week 3)

- Read: “AACU Employer-Ready Graduate Report”
- Watch: Video on What Employers Want
- Watch: Video, Jessi Streib, *The Accidental Equalizer*
- Complete: Skills Self-Assessment Part II

### Part 2: Exploring Career Possibilities

Week of Feb 10: TypeFocus (Week 4)

- Watch: Video on TypeFocus
- Complete: TypeFocus Assessment (submit results)
- Complete: 1-2 page reflection on TypeFocus results

Week of Feb 17: Alumni Experiences (Week 5)

- Watch: Alumni Experience Videos
- Read: “Writing a Professional Email”
- Complete: Write an email to at least one alum who recorded a video asking a question about their career

Week of Feb 24: Job Searching (Week 6)

- Watch: Video on Job Search Sites and Tools
- Watch: Video on How to Read a Job Ad
- Watch Video on the Career Profile Assignment
- Complete: 1-2 page reflection paper on alumni videos
- Complete: Questions Part I Discussion Board

Week of March 3: Learning More About Careers (Week 7)

- Watch: Video on Career Paths and Career Ladders
- Complete: Skills Self-Assessment Part III
- Watch: Video on Informational Interview Assignment
- Read: “47 Questions to Ask Network Peers About Their Job”
- Complete: Informational Interview Plan (submit early if you need help finding someone to interview)
- Complete: Career Profile (can be submitted until the end of Spring Break)

Week of March 10: Nothing Due—Spring Break!

- Schedule your Informational Interview

### **Part 3: Preparing for the Job Search**

Week of March 17: Resumes (Week 8)

- Read: Materials on Resumes
- Watch: Video on Resumes
- Complete: Draft Resume
- Complete: Informational Interview; submit notes from interview

Week of March 24: Cover Letters (Week 9)

- Read: Materials on Cover Letters
- Watch: Video on Cover Letters
- Complete: Draft Cover Letter
- Complete: Informational Interview/Career Profile Discussion Bboard

Week of March 31: Job Interviews (Week 10)

- Read: What to Include in a Follow-Up Email After Your Interview
- Watch: Video on Job Interviews
- Watch: Video on Interviews and the Law
- Complete: Fast Track Interview Curriculum, get through at least Part I this week  
*April 2 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).*

### **Part 4: Improving Your Prospects**

Week of April 7: Networking (Week 11)

- Complete: Fast Track Interview Curriculum, remainder (Parts II & III)
- Complete: Interview Assignment
- Read: “The Strength of Weak Ties”
- Watch: Video on Networking

Week of April 14: Enhancing your Employability (Week 12)

- Watch: Video on LinkedIn
- Read: Networking on LinkedIn
- Watch: Video on Asking for References
- Watch: Video on Enhancing Your Employability

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

Week of April 21: Graduate School (Week 13)

- Read: Pages from Calarco, *A Field Guide to Grad School*
- Read: “Your Personal Statement”
- Watch: Alumni Graduate School Videos
- Watch: Video on Graduate School
- Complete: Draft Graduate School Personal Statement

Week of April 28: Summing It Up (Week 14)

- Watch: Video on Final Assignments
- Watch: Class Conclusion Video
- Complete: Questions Part II Discussion Board
- Complete: Revise at least one of the following career documents and submit: resume, cover letter, personal statement, or LinkedIn page

Week of May 5: No Class Meeting (no exam scheduled)

- Complete: Final Reflection Paper (required for all students)
- Complete: Course Evaluation

## 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 <https://library.ric.edu/proethics>.

This course is designed to provide you with the tools to successfully manage your own personal development and career path. While using artificial intelligence, copying work from existing sources, or asking others to complete assignments for you may make you feel like you will be more successful in the course, these choices will actually reduce what you learn from the course and shortchange your opportunity to develop the skills necessary to be successful. If you use artificial intelligence for a more limited purpose, such as proofreading or grammar checking, you must disclose this use in the comments when you submit your work. Should you feel the urge to plagiarize or use artificial intelligence beyond these limits, please be in touch so we can develop a plan for you to succeed in the course without violating the academic integrity policy.

In this class, plagiarism (including copying portions of your submissions from other students' work or from websites), using ideas from other sources without proper attribution in reflection papers or discussion board posts, turning in work completed for other courses without prior permission, feeding course materials to any AI engine, and turning in assignments completed by artificial intelligence are examples of the kinds of things that violate the RIC academic integrity policy. Should you violate the policy, depending on the extent of the violation you may receive a 0 on the assignment, an F in the class, and/or be reported to the RIC Academic Integrity Board. You can

learn more about the Academic Integrity Board and RIC policies at <https://our.ric.edu/department-directory/academic-integrity-board>.

### *Extensions, Absences, and Attendance*

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.

If you need an extension beyond the no-excuses extension policy (assignments due Sunday at 11:59 pm will be accepted without a grade deduction through Tuesday at 9:30 am; not available for discussion board responses), you must email me at least 24 hours in advance except in cases of emergency like hospitalization.

### *Course Technology*

Students are expected to check their RIC email addresses and Blackboard frequently, at least 3 times spread across the 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).

I will check my email multiple times during the day Monday through Friday and strive to respond to all messages quickly, and certainly within 24 hours. However, I do not look at my email on Friday evenings or Saturdays and will only occasionally be able to respond on Sundays. Therefore, you should plan ahead and send me any questions you need answered no later than early Friday afternoons.

### *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://our.ric.edu/department-directory/center-disability-access>. 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 ensure that I have received your accommodations letter as early as possible in the semester. All reasonable accommodations will be made, and I am happy to schedule a time to speak with you about how to make the course more accessible for you.

### *Supplemental Services*

Everyone, even excellent students, benefits from having another set of eyes on their writing, so visit the **Writing Lab early and** often to help develop your ideas, organize your writing, and improve your drafts: <https://our.ric.edu/writing-ric> (you can use the writing center for any assignment other than a quiz or exam).

*Discrimination and Sexual Harassment:* Rhode Island College and its faculty are committed to creating a safe and open learning environment for all students. The College prohibits all forms of

discrimination, harassment, and sexual harassment, including sexual assault, dating violence, domestic violence, and stalking. RIC encourages all members of the community to seek support from, and report to, the Office of Institutional Equity. You may contact the Office at 401-456-8218, or learn more about college policies by visiting the [Office of Institutional Equity's website](#). If you have experienced, witnessed, and/or received information about a potential violation, [you may submit an incident report](#). Incident reports are routed to the Director of Institutional Equity / Title IX Coordinator, and will initiate outreach from the Director to the individual(s) who have experienced harm.

**All faculty and staff are now mandatory reporters.** This means that if we learn about something that might be sex discrimination (e.g., sexual harassment, sexual assault, intimate partner violence, stalking, pregnancy discrimination, LGBTQ discrimination), then we must report what we know to the Title IX Office. Usually, reports will only leave a record of concern, but sometimes, a report can be escalated into an investigation without a victim's consent. Mandatory reporters are expected to share information learned in all settings, including during class activities, assignments, office hours, and outside of class. **Please be thoughtful about what you disclose to me.**

*Pregnancy Modifications:* Rhode Island College prohibits differential treatment or discrimination against students based on their current, potential, or past parental, family, marital status, or pregnancy or related condition. Students experiencing pregnancy or related conditions may meet with the Title IX Coordinator to discuss reasonable modifications by [initiating a request](#). The College's Pregnancy Policy is available at <https://www.ric.edu/pregnancy>. College policy requires all employees, upon receipt of a disclosure of pregnancy or related condition from a student, to refer that student to the Title IX Coordinator.

*Basic Wellness Needs:* To learn effectively, you must have basic security: a roof over your head along with a reliable place to sleep and enough food to eat. If you're having trouble with any of those things, please contact Learning for Life ([l4info@ric.edu](mailto:l4info@ric.edu), or phone 401-456-6320; <https://our.ric.edu/department-directory/learning-4-life>). Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may schedule an appointment at the Counseling Center (401-456-8094; <https://our.ric.edu/department-directory/counseling-center>). Students in distress can call 401-456-4673 (HOPE) to confidentially speak with licensed clinician 24/7 at no cost. If you are experiencing a financial emergency, the FAST Fund provides small grants, outside of the RIC financial aid system. Learn more or apply at <https://fastfundric.wixsite.com/fast>.

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.