

Carleton University
Winter 2023
Department of English

ENGL 3910A: FROM DEGREE TO CAREER

Prerequisite(s): Third-year standing or permission of the department

Days and Times: Tuesdays and Thursdays, 8:35-9:55

Location: Online Synchronous on Zoom
(synchronous attendance is mandatory,
but lectures will be recorded and posted to Brightspace;
student presentations will *not* be recorded or posted)

Instructor: Professor D. Dragunoiu

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Office: 1925 Dunton Tower

Phone: 613-520-2600, ext. 1556

Office Hours:

Tuesdays on Zoom 10:00-10:30 am,
Wednesday in my office 10:00-10:30 am,
and by appointment

Important note:

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar (<https://calendar.carleton.ca/academicyear/>).

In its February 2018 report, the Conference Board of Canada states that most holders of social-sciences and humanities degrees “go on to a wide range of rewarding careers.” Still, in the short term these same graduates face challenging career transitions because they have trouble “articulating the value of skills” developed during their degrees. This course is designed to provide English majors with career clarity and a sense of collective possibility when it comes to navigating the transition from degree to career. Like other courses that convene under the rubric of “experiential learning,” the course will enable students to explore different career-related experiences while learning how they can leverage their degrees for paid work.

The aim of this course is not to help students find a *job*. Rather, it is a course designed to help students embark upon a meaningful and rewarding *career* that harmonizes with their temperaments, inclinations, and ambitions. Students will participate in activities that will help them identify their strengths and weaknesses, fears and aspirations, and group their findings into a constellation of careers they imagine being happy pursuing in the future.

The course will also prepare students to apply for jobs that will lead to their desired careers. The two culminating projects for the course, the Career Portfolio and the Kaltura Presentation, will enable students to “hit the ground running” as soon as they are ready to enter the job market. Working in close conjunction with specialists from Carleton’s Career Services Office, students will produce a “forward facing” Portfolio that is not only public and portable, but it will also articulate with confidence and authority the employability skills that they acquired during their degrees. Additionally, students will be assisted in producing a Kaltura Presentation about themselves for inclusion in their work portfolios. (A Kaltura Presentation is a video about a job candidate that combines PowerPoint slides with a videorecording in a quick, memorable, and informative way.) Other assignments will include establishing contact with people in a field of interest and arranging with them for a “job shadowing” day or two “information interviews.”

Although fieldwork and the sharing of “trade secrets” will be a key component of the course, the course will also contain a series of classes that teach “best practices” for applying to graduate programs, professional schools (such as Law School, Teachers College, or Library Science), and interdisciplinary degrees such as “Narrative Medicine.” We will also hear from guest speakers who have successfully parlayed their English degrees into unexpected careers or who have found a working balance between a “pragmatic” career and an artistic one.

In this **online course**, we will seek to replicate as closely as possible a traditional face-to-face classroom experience. Therefore, the course will consist of *synchronous* lectures, discussions, and workshops that will take place on Zoom during the formally scheduled times of the course. These lectures and discussions will be recorded and posted on Brightspace for students to watch on their own time if they cannot attend a particular session or sessions. (For reasons of privacy, classes dedicated to student presentations will *not* be recorded.) The recorded classes will remain accessible to students for the duration of the course. Though students will have the option of watching these recordings on their own time, the expectation is that they will make a good-faith effort to be part of the scheduled sessions of the course. The communal nature of this course is intended to reproduce—even if only virtually—the camaraderie and intellectual give-and-take of a traditional classroom.

When logging into Zoom or Brightspace, please make sure you use one of the following three browsers *and* that your browser is up to date: Chrome, Firefox, or Microsoft Edge.

Learning Outcomes

This course is designed with the following learning outcomes in mind. By the time students complete the course, they will be expected to have achieved the following:

Personal and professional transitions

1. Be comfortable with personal and professional transitions.
2. Be familiar with the psychology of transitions and navigate them with confidence.

Self-knowledge

1. Develop a holistic understanding of the self by applying learned skills in self-reflection.
2. Articulate skills related to self-reflection, communication, and problem-solving.
3. Match this self-knowledge onto existing careers to gain career clarity and purpose.

Workplace Skills and Tools

1. Be ready to put to effective use language and documentation that highlights the workplace skills gained during the English degree.
2. Be ready to apply for jobs with a suite of documents that articulate clearly and eloquently skills and competencies (a résumé, a portfolio, a letter of intent, a video presentation).
3. Be familiar with codes of conduct relating to correspondence, interviews, on-the-job etiquette, and resignation protocols.

Career Management

1. Take the long view when envisioning one's career over a lifetime.
2. Learn about parallel careers and double lives that connect professions to aspirations in a harmonious, mutually satisfying way.

Resources:

Dear English Major: <http://www.dearenglishmajor.com>

Job Shadowing Program at CU's Career Services: jobshadow@carleton.ca

Lists for People and Professional Positions:

Linkedin (an "Alumni Search" will list professionals who graduated from Carleton):
<https://www.linkedin.com>

GEDS (Government Electronic Directory Service) (this is a telephone-only directory of all federal public servants with the exception of employees working for DND, RCMP, CSIS and CSE):
<https://geds-sage.gc.ca/en/GEDS?pgid=002>

Model CUPortfolio:

<https://cuportfolio.carleton.ca/view/view.php?t=ICXGLRinzbmaWFsZuNg0>

Model Kaltura Presentations:

https://mediaspace.carleton.ca/media/Emily+Coppella+-+Ignite/1_8cruczrq
https://mediaspace.carleton.ca/media/1_tvx8t9bv

The Ontario Human Rights Commission (on discriminatory interview questions and hiring processes): <http://www.ohrc.on.ca/en/iv-human-rights-issues-all-stages-employment/5-interviewing-and-making-hiring-decisions>

Job Accommodation Network (for students with disabilities):
<https://askjan.org>

Research Tools from Carleton's Career Services Office:

Learn about potential careers of interest!

- [Your Degree, Your Future](#)
- [Carleton University Employability Framework](#) gives you a comprehensive view of all the career-related programs, supports, and services available to Carleton students and graduates.
- [Career Cruising](#) (Login – Carleton, Password – University) provides you with sample career profiles to learn more about professions, educational requirements and resources regarding careers of interest.
- [O*NET](#) is an American database of occupational information on skills, abilities, knowledge, work activities, and interests associated with 900 occupations. Includes My Next Move: a streamlined application for students and job seekers
- [Skills for Success](#) provide Canadians with everyday skills needed for work, learning and life.
- [The Future Skills Centre](#) is dedicated to helping Canadians gain the skills they need to thrive in a changing labour market.
- [Ontario Job Futures](#) is developed for use as a resource to help people exploring career choices including employment outlook.
- The [National Occupational Classification Titles](#) (NOC) is a Canadian database that provides a standardized language to identify and describe job titles.
- Review [LinkedIn](#) profiles of professionals who work in a field of interest - what education do they have, what does their job entail, previous work experiences, skills etc.

Work Schedule:

Tuesday, Jan 10

Introduction to the transition from degree to career

TRANSITIONS: Read in advance
[“Bridges’ Transition Model”](#).

Description of Assignment 1: Navigating transitions.

Survey on prospective careers.

Thursday, Jan 12

KNOW THYSELF (PART I):

Your Twenties: The Defining Decade of Your Life
Psychologist Meg Jay, [“Why 30 Is Not the New 20”](#)

- a) Build your identity capital
- b) Use your “weak ties”
- c) Build your “family” now

[Read “What an English degree did for me,” by Tulip Siddiq, Sarah Waters and more](#)

Description of Assignment 6:

Setting up a LinkedIn profile

Description of Assignment 7:

Recruitment of alumni testimonials

Description of Assignment 8:

Kaltura video biography

Tuesday, Jan 17

[Job Shadowing: Guest Speaker, Kira Geisterfer-Black, Student Employment Programs Assistant, Career Services](#)

Description of Assignment 5: Job Shadowing or Informational Interviews

Thursday, Jan 19

[Applying to Graduate School: Guest lecture by Hannah Skrypnik, B.A. \(Carleton\), M.A. \(University of Toronto\), PhD candidate at the University of Toronto](#)

Tuesday, Jan 24

KNOW THYSELF (Part II):

[Markus and Nurius. “Possible Selves.” *American Psychologist* 41 \(1986\): 954-69.](#)

Description of Assignment 2: Who am I and what are my career goals ten years from now?

Thursday, Jan 26

[Guest Lecture by Christine Lyons, Communications Advisor, Fisheries and Oceans Canada](#)

Tuesday, Jan 31

[Introduction to TypeFocus Indicator with Malie Teng, CU Career Services.](#)

Thursday, Feb 2

KNOW THYSELF (Part III):

The Historical Perspective: Alain de Botton, [“The Ever Changing World of Work”](#)

Assignment 1 due.

Tuesday, Feb 7

GUEST SPEAKER: TBA

Thursday, Feb 9

Articulating Transferrable Skills:
What did you learn during your English degree?
What are your workplace skills and competencies?

[“Want Innovative Thinking? Hire from the Humanities.”](#)
Tony Golsby-Smith, *Harvard Business Review*, March 31, 2011.
[“Branding Essentials for the English Major.”](#) Brooke Kile
[“5 Amazing English Major Skills You Can Use in the Workplace.”](#) Hayley Crowell Curry

Tuesday, Feb 14

[Bangerter, Corvalan, and Cavin.](#) “Storytelling in the selection interview? How applicants respond to past behavior questions.” *Journal of Business and Psychology* 29 (2014): 593-604. [Ralston, Kirkwood, and Burant.](#) “Helping Interviewees Tell Their Stories.” *Business Communication Quarterly* 66.3 (2003): 8-22.

Description of Assignment 3:

Articulating Skills and Aptitudes through Storytelling

Assignment 2 due

Complete the Online Career Portfolio Learning Module in anticipation of Stacy Malloch’s presentation during our next session:
<https://co-opcareercourse.ca/cuportfolio/culearn/story.html>

Thursday, Feb 16

[Career Portfolio with Stacy Malloch, CuPortfolio and IT Development Coordinator](#)

Description of Assignment 4: Career Portfolio

READING WEEK; NO CLASSES (February 20-24)

Tuesday, Feb 28

[Guest visit from Kira Geisterfer-Black, Career Consultant, Career Services, on the subject of Resumes and SAR Statements](#)

Thursday, Mar 2	Guest visit from Nathan Whitlock, Program Coordinator, Creative Book Publishing Program, Faculty of Media & Creative Arts, Humber College
Tuesday, March 7	Interviews and Salary Negotiations How to Leave a Job Gracefully
Thursday, Mar 9	Presentation on Alumni Mentorship Program by Tristan Hodgins, Alumni Relations Program Officer, Department of University Advancement
Tuesday, Mar 14	Guest visit from Nicole Borges, Accessible Career Transitions (ACT) Advisor, Career Services, Carleton University
Thursday, Mar 16	Presentation and critique of Assignment 3
Tuesday, Mar 21	Presentation and critique of Assignment 3
Thursday, Mar 23	Presentation and critique of Assignment 3
Tuesday, Mar 28	Presentation and critique of Assignment 3 Assignment 4 due.
Thursday, Mar 30	Presentations and Critiques of Assignment 8 (Kaltura Presentations) Assignment 5 due.
Tuesday, Apr 4	Presentations and Critiques of Assignment 8 (Kaltura Presentation) Assignment 6 due.
Thursday, Apr 6	Presentations and Critiques of Assignment 8 (Kaltura Presentation) Assignment 7 due.
Tuesday, Apr 11	Presentations and Critiques of Assignment 8 (Kaltura Presentation)

Terms of Evaluation: There are no essays or exams in this course. The assignments are designed, first, to assist students in determining which careers are best suited for their

temperaments and aspirations, and, second, to manage their careers over a lifetime.

Assignment 1: Navigating transitions	5%
Assignment 2: Who am I and what are my career goals ten years from now?	10%
Assignment 3: Describing competencies through storytelling	15%
Assignment 4: Career Portfolio (must include résumé/cv and cover letter)	20%
Assignment 5: Job shadowing/information interviews	15%
Assignment 6: Setting up a LinkedIn profile	5%
Assignment 7: Recruitment of alumni testimonials	10%
Assignment 8: Kaltura video biography	20%

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

General Guidelines for Student Conduct

1. Discussions will be conducted in an atmosphere of respect and goodwill toward all members of the class and toward representatives of all races, ethnicities, religious affiliations, and gender identities. Please read the document titled “Netiquette” posted under “Resources.”
2. Make sure your microphones are turned *off* when you are not speaking. By contrast, I hope that you will keep your webcams *on* so that we can have a sense of community and camaraderie in the class. Friendly faces in a virtual classroom will give us a sense of togetherness and purpose. This will be especially important when we have guest speakers coming to class. Having a visible audience is very important to a speaker. At the same time, if you don’t have a webcam or if there are other good reasons you cannot keep your webcam on during class times, I will understand. Please let me know about such constraints in advance. But in the absence of such constraints, I will expect you to have your cameras *on*.

Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow the measures outlined on Carleton’s [COVID-19 website](#). Please note that failure to comply with University policies and mandatory public-health requirements and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton’s COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Brightspace:

All information relevant to this course will be posted in advance on our Brightspace course page. Students are expected to consult it frequently and to keep abreast of assignments, deadlines, and all notifications related to the course. Additionally, students are expected to check their Carleton email boxes with regularity.

Email Communication and Office Hours:

My aim is to respond to student emails within 24 hours of receiving them. If you do not hear back from me within this time period, please resend your email to me (after verifying that the email address is typed in correctly). All emails should be sent from your Carleton email accounts as directed by CU policy.

Office Hours are set aside specifically *for* students. By coming to Office Hours, students are *not* taking up the professor's time, but rather meeting their obligations as students. All students will be expected to visit me during Office Hours at least once. For visits to posted Office Hours, no appointment is necessary. For "by appointment" Office Hours, we will schedule a mutually convenient time to meet.

Submitting assignments:

All assignments must be submitted online through Brightspace. A penalty of 2%/per day (including Saturdays, Sundays, and holidays) will be applied to late assignments. If submitting assignments late, students are encouraged to contact me with an explanation. The deadlines are listed on the work schedule.

Readings:

I have provided hyperlinks for all required readings for the course (see under "Work Schedule" above). If a reading/video is assigned for a particular class, students are expected to arrive to class having read the article or watched the video beforehand.

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69
A = 85-89	B = 73-76	C = 63-66
A - = 80-84	B - = 70-72	C - = 60-62
D+ = 57-59	D = 53-56	D - = 50-52
F	Failure. No academic credit.	

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>