

**Carleton University**  
**Fall 2021**  
**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, 1:05 -2:25 pm

**Location:** Zoom, Synchronous  
(lectures will be recorded and posted to Brightspace;  
student presentations will *not* be recorded or posted)

**Instructor:** Professor D. Dragunoiu

**Email:** dana.dragunoiu@carleton.ca

**Office:** 1925 Dunton Tower

**Phone:** 613-520-2600, ext. 1556

**Office Hours:**

**Tuesdays on Zoom from 12:00-12:50 pm,  
and on demand by appointment**

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 and other Arts and Humanities majors and minors 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 simply 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 FUSION 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 Co-Op and 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 recording 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.”

Another important component of this course is the [FUSION](#) (Future Skills Innovation Network) program. Part of Carleton’s initiative to bridge the academic sphere to the world of work, FUSION is ten-hour online skill-development curriculum that focuses on three main skills: metacognition (self-reflective thinking), communication, and problem-solving. Inspired by [Kolb’s experiential-learning cycle](#), it teaches students not only how to apply, but also how to be *self-reflective* about their acquired skills. Students will be able to attend a number of workshops and drop-in sessions hosted by the FUSION facilitator. Attending three such workshops will qualify students to include the FUSION curriculum on their Co-Curricular Records (CCR).

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 metacognition skills.
2. Articulate skills related to metacognition, communication, problem-solving and reflection developed through the FUSION program.
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 by applying metacognition, problem-solving, and reflection skills learned through the FUSION curriculum.
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>

after/words Project: <https://afterwordsproject.com/>

Job Shadowing Program at CU's Career Services: [jobshadow@carleton.ca](mailto: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 Kaltura Presentations:

[https://mediaspace.carleton.ca/media/Emily+Coppella+-+Ignite/1\\_8cruczrq](https://mediaspace.carleton.ca/media/Emily+Coppella+-+Ignite/1_8cruczrq)

[https://mediaspace.carleton.ca/media/1\\_tvx8t9bv](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.
- Career Options Magazine provides information to assisting students in the transition from post-secondary education to career.
- 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:

- Thursday, Sep 9 Introduction to the transition from degree to career
- Alumni Mentors Program: Guest Visit by Jennifer Gray, Alumni Relations Program Officer, at 1:45 pm.**
- TRANSITIONS: Read in advance  
“Bridges’ Transition Model”.  
**Description of Assignment 1:** Navigating transitions.
- Tuesday, Sep 14
- KNOW THYSELF (PART I):  
Your Twenties: The Defining Decade of Your Life  
Psychologist Meg Jay, “Why 30 Is Not the New 20”
- Build your identity capital
  - Use your “weak ties”
  - Build your “family” now
- Description of Assignment 6:** Setting up a LinkedIn profile.  
**Description of Assignment 7:** Recruitment of alumni testimonials  
**Description of Assignment 9:** Kaltura video biography
- Thursday, Sep 16
- Job Shadowing: Guest Speaker, Kira Geisterfer-Black, Student Employment Programs Assistant, Career Services**
- Description of Assignment 5:** Job Shadowing, Informational Interviews, or Mentorship Program
- Tuesday, Sep 21
- Applying to Graduate School: Guest lecture by Hannah Skrypnyk, B.A. (Carleton), M.A. (University of Toronto), PhD candidate at the University of Toronto**
- Wednesday, Sep 22
- Last day of registration for fall and fall/winter courses.  
Last day to change courses or sections for fall and fall/winter courses.**
- Thursday, Sep 23
- 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?

Tuesday, Sep 28

Introduction to TypeFocus Indicator with guest speaker Julia Chrissoula Renauld, CU Career Services.

**Complete TypeFocus Indicator.**

Thursday, Sep 30

Interpretation of TypeFocus Indicator with guest speaker Julia Chrissoula Renauld, CU Career Services.

**Last day to withdraw from fall-term and fall/winter courses with a full fee adjustment.**

Friday, Oct 1

**Assignment 8, Part I due: “Explore” phase (first four modules) of FUSION workbook to be submitted.**

Tuesday, Oct 5

KNOW THYSELF (Part III):

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

**Assignment 1 due.**

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

Thursday, Oct 7

**FUSION Career Portfolio with Stacy Malloch, CuPortfolio and IT Development Coordinator**

**Description of Assignment 4: FUSION Career Portfolio**

Tuesday, Oct 12

GUEST SPEAKER (TBA)

Thursday, Oct 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**

Tuesday, Oct 19	<p>Articulating Transferrable Skills:  <a href="#">“Want Innovative Thinking? Hire from the Humanities,”</a>  Tony Golsby-Smith, <i>Harvard Business Review</i>, March 31, 2011.  <a href="#">“Branding Essentials for the English Major,”</a> Alyssa W. Christensen.  What did you learn during your English degree? What are your workplace skills and competencies?</p>
Thursday, Oct 21	<p>Guest visit from Tracy Saxton, Career Consultant, Career Services, on the subject of Resumes and SAR Statements</p>
<p><b>READING WEEK; NO CLASSES (OCTOBER 25-29)</b></p>	
Monday, Nov 1	<p><b>Assignment 8, Part II due: “Apply” module of FUSION workbook to be submitted.</b></p>
Tuesday, Nov 2	<p>Guest visit from Nathan Whitlock, Program Coordinator, Creative Book Publishing Program, Faculty of Media &amp; Creative Arts, Humber College</p>
Thursday, Nov 4	<p>Guest visit from Nicole Borges, Accessible Career Transitions (ACT) Advisor, Career Services, Carleton University</p>
Tuesday, Nov 9	<p>Guest visit from Christine Lyons, Communications Officer, St. Mary’s University, Halifax</p>
Thursday, Nov 11	<p>Presentation and critique of <b>Assignment 3</b></p>
Tuesday, Nov 16	<p>Presentation and critique of <b>Assignment 3</b></p>
Thursday, Nov 18	<p>Presentation and critique of <b>Assignment 3</b></p>
Tuesday, Nov 23	<p>Presentation and critique of <b>Assignment 3</b></p>
Thursday, Nov 25	<p>Interviews and Salary Negotiations  How to Leave a Job Gracefully  <b>Assignment 4 due.</b></p>
Tuesday, Nov 30	<p>Presentations and Critiques of Kaltura Presentations (Assignment 9)   <b>Assignment 5 due.</b></p>
Wednesday, Dec 1	<p><b>Assignment 8, Part III due: “Reflect” module of</b></p>

**FUSION workbook to be submitted.**

Thursday, Dec 2 Presentations and Critiques of Kaltura Presentations  
(Assignment 9)

**Assignment 6 due.**

Tuesday, Dec 7 Presentations and Critiques of Kaltura Presentations  
(Assignment 9)

**Assignment 7 due.**

Thursday, Dec 9 Presentations and Critiques of Kaltura Presentations  
(Assignment 9)

**Friday, Dec 10 Fall term ends; all belated assignments due. Last day  
for academic withdrawal from fall-term courses.**

**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.

<b>Assignment 1:</b> Navigating transitions	5%
<b>Assignment 2:</b> Who am I and what are my career goals ten years from now?	5%
<b>Assignment 3:</b> Describing competencies through storytelling	10%
<b>Assignment 4:</b> FUSION Career Portfolio (including résumé and cover letter)	15%
<b>Assignment 5:</b> Job shadowing/information interviews/alumni mentorship	15%
<b>Assignment 6:</b> Setting up a LinkedIn profile	5%
<b>Assignment 7:</b> Recruitment of alumni testimonials	5%
<b>Assignment 8:</b> FUSION skills-development curriculum	20%
<b>Assignment 9:</b> 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 most of 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 certain classes. No speaker wishes to feel that they are speaking from the other side of the moon; 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 completely. Please let me know about such constraints in advance. In the absence of such constraints, I will expect you to have your cameras *on*.
3. Official note takers will be assigned to take notes on a regular basis for everyone in class. These notes will be posted to Brightspace for use by all members of the class.

### **Special Information Regarding Fall 2021 Pandemic Measures**

1. All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.
2. If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).
3. All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.
4. For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)
5. 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 48 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 correct). 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/>

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

**Pregnancy 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**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](mailto: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>