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### Career and Calling: Designing Your Self in Society

David Crismond  
*CUNY City College*

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## CITY COLLEGE of NEW YORK

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Freshman Inquiry Writing Seminar (FIQWS)

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### FIQWS 10008

#### Career and Calling: Designing Your Self in Society

Instructor: David Crismond, Ed.D.

Course #55347 Section "ED1"

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Online Meeting Times: Fridays, noon-2:30 PM

Office Hours: Wednesdays and Fridays from 11:00 AM-noon, and by appointment.

### Course Description

This syllabus describes the “topic” half of the FIQWS course that will focus on learning to use inquiry, analysis and design thinking to address the hard-to-tackle challenges of choosing your college major and to envision a meaningful “college career.” This course will provide a variety of tools and many opportunities to look into yourself – at your goals, interests, capabilities and things you enjoy doing – as well as outside yourself, to opportunities around you in college and the world of work. The other half of the course, taught by Prof. Brian Brennan, will support you in sharpening your communication abilities, as you write-to-think about these topics.

To insure the safety of all during the time of COVID, this course will be taught ONLINE this semester. Using distance education technologies like Zoom and Blackboard provide benefits such as convenience and keeping people unsafe environments. However, such technologies also carry with them trade-offs – including reduced contact with classmates and others in this academic community, or limited opportunities to do hands-on projects with groups. Blackboard and Zoom will be the online platforms of choice. These will enable you to submit entries to your online *Career Journal*, take part in online discussion forums via Blackboard, do small group discussions of course readings in Zoom Breakout Rooms, and post the *Exploratory Essay* and *Researched Critical Analysis* papers you will write.

You will learn about and use inquiry and design thinking to address problems that range from everyday living to life planning. Many of this course’s exercises in design thinking and reflective writing come from Burnett and Evans’ best-selling book, *Designing Your Life* (2016). You will also use software developed by Prof. Crismond called *Universal Design Compass* that will help you document the steps you take as an “informed designer” as you iteratively improve your prototype ideas for your college and vocational career.

A major challenge for this class and any one like it offered today is: How can you know that the college major that you select will lead to work that later you will enjoy doing? How can you take a career for a trial run without earning the full credential and degree typically needed to do that job?

In this class, you will use networking, conduct interviews, and watch videos to gain insight into the knowledge and skills needed to do jobs of interest to you. We will work with City College’s Alumni Office to help you connect with recent CCNY or other graduates who have completed majors of interest to you. You will encounter people who while in college did a wide range of summer jobs, internships, job-shadowing, certification programs, and community service for non-profits. Such rich experiences not only enhance your resume, but help you gain greater clarity about work you are doing during college and in jobs that follow graduation.

*No Required Text:* FIQWS 10008 does not use a textbook. All course readings will be posted as PDF documents in Blackboard, and can be accessed via the Documents link and found within the “Readings” folder.



**Online Teaching & Learning and Use of Education Technologies:** FIQWS 10008 is being offered as an online course, and will be taught mainly *synchronously*, where we will be able to see and hear one another in real time via Zoom. Online sessions will occur during our regularly scheduled course meeting time, Fridays from 12:30-3 PM. A link inviting you to the synchronous meetings is posted in the Announcements page on Blackboard. A few meetings will be done *asynchronously*, where you will be given tasks to do and when to do them, and then you get to choose where and when you do them (by the due dates). Attendance for these classes will be based on the work you turn in. The use of educational technologies is critical for this online course. You are responsible for using your *Citymail Account* for all correspondence about the class. Others include: *Blackboard* to support course communication, group learning and text-based discussions, retrieval and sharing of PDF files; *Zoom* for doing synchronous course meetings and online breakout session work; and a *Gmail Account* to support the sharing of files, collaborative work on shared documents, and the creation of handouts, screen-based graphics, and presentations. It will be helpful for you to have access to a desktop or laptop computer, or tablet with good reliable wifi service. City College offers long-term loans of computer equipment should you need it for this class.

**Attendance, Lateness and Total Absences:** Much of this course will involve synchronous meetings – taking part in discussions is critical to this work. In order to be a responsible member of this learning community, you need to (a) attend each class meeting; (b) arrive on time; and (c) remain for the entire class session. Please **turn off** cell phones before the start of class, and *do not read or respond to text messages during class sessions*. If you need to receive a call during class (pending an emergency), please let me know ahead of time.

Attendance will be recorded at the start of class. The instructor will take daily attendance 10 minutes after the start of the session – those arriving after that will be marked as late. Three late arrivals will be counted as a full absence, which will then be included in your tally of Total Absences.

All students can miss one FIQWS class meeting without penalty to their grade. Your grade will be impacted if you miss 2-3 classes. If you have four or more absences during the semester, you will receive a failing grade for the course. Excused absences due to illness or religious holidays will be determined on a case-by-case basis.

**Assignments:** Assignments for this course are organized by the week as noted in the Course Schedule. PDF copies of all assignments are to be submitted electronically via Blackboard by the deadlines indicated in schedule, or the instructions attached to a specific task. Allow enough time to email your work directly to the instructor at [dcrismond@ccny.cuny.edu](mailto:dcrismond@ccny.cuny.edu) if Blackboard is not working properly when you attempt submissions.

Work that is handed in late papers will be read, but not graded. At the end of the semester, the instructor will review all submitted and missed work. If there are 3 or fewer late assignments, then late work will be graded and counted. If you miss or are late with 4 or more assignments, all ungraded work will then be scored as a zero.

**Withdrawing from the Course:** If you are unable to complete the course and you want no record of having attended the course (to avoid receiving a “W” on your transcript), and want to qualify for a 75% refund for tuition, you should withdraw by Tuesday, August 31, 2021. Withdraws done between Wed, Sept 1 and Tues, Sept 14, 2021, will result in a “WD” grade appearing on your transcript, and you will get a 25% refund for tuition. Withdraws done between Wed, Sept 15 and Mon, Dec 13, 2021, will result in a “W” grade, with no refund. Withdraws done on or after Tues, December 14, 2021, will result in a failing grade of “WF.”

**Special Assistance:** If you need accommodations due to a disability, or have emergency medical information that you need to share with me, please let me know via email or phone. It is critical to request official academic accommodations as soon as possible by registering with the Access Ability Center. People there can help you set up needed accommodations in cooperation with your instructors. Email them at [disabilityservices@ccny.cuny.edu](mailto:disabilityservices@ccny.cuny.edu) or contact the Virtual Front Desk at <https://ccny.zoom.us/j/116151245>. If you choose not to disclose this information to CCNY, please feel free to let the instructor know privately.

**Academic Integrity and Plagiarism:** All submitted work for this and all courses you take in college must be original, otherwise you need to cite ideas that you draw upon from others, and use quotation marks for word-for-word copies of what others have written. Copying an identical string of more than 7 words from another source without giving proper credit, presenting others’ ideas or collaborating with others on assignments without acknowledgement, or handing in papers downloaded papers from the Internet, are all serious forms of cheating in academia. Copying counts as plagiarism. Supplying another student with your own work makes you a contributor of the plagiarism – academic and disciplinary penalties can apply. Confirmed cases of plagiarism can lead to: a zero grade being given for the plagiarized assignment, an “F” grade being given for the course, and a letter being sent to the Office of Academic Integrity. In cases of repeated offenses, suspension and expulsion may result. CUNY’s Policy on Academic Integrity can be found at: <https://www.ccny.cuny.edu/about/integrity>.

## FIQWS 10008 - Career and Calling: Designing Your Self in Society

### Fall 2021 Class Schedule

Below is the Fall 2021 schedule of activities for FIQWS 10008, Career and Calling: Designing Your Self in Society. The Course Schedule includes due dates and times for assignments. It is a “best approximation” of the work that will be done for this course, and is subject to change. Adjustments will be kept to a minimum, however, when needed, you will notified via a Bb Announcement that a revised Course Schedule has been posted. Note that if Blackboard is unavailable when you attempt to post your work, as a back-up, please email your work to [dcrismond@ccny.cuny.edu](mailto:dcrismond@ccny.cuny.edu) by the due date. Use the instructor’s email address to reach him with questions about the course or assignments.

KEY: **CJ** = Career Journal; **SGD** = Small Group Discussion; **Bb** = Blackboard; **DYL** = Burnett & Evans (2016) Designing Your Life

**C&A**=Crismond & Adams’ Matrix paper **SYNC**=Synchronous meeting; **ASYN**=Async meeting; **EOD**=End Of Day **SOC**=Start Of Class

Week #/ Dates / Meeting Type	Topics / Objectives / Activities	Assignments	Due Dates
<p><i>Week 1</i> <b>SYNC</b> August 27 <i>Synchronous Meeting time: Noon-2:30 PM</i></p>	<p><u>Topics:</u> Intro to FIQWS; Strategies of Inquiry and Design;</p> <ol style="list-style-type: none"> <li>1. Review Course Syllabus and Schedule</li> <li>2. Introduce textbook, <i>Designing Your Life</i> (DYL)</li> <li>3. Main Goals: Inquiry, Design Thinking, Analysis</li> <li>4. Watch IDEO and review steps for doing Design</li> <li>5. Review readings: Darwin, Jonassen on problem solving; Intro chapter in <i>Designing Your Life</i></li> <li>6. <i>Work in Small Groups:</i> Discuss IDEO video.</li> </ol>	<p><u>SGD#1:</u> Read Drayton’s “Darwin’s Journal,” Jonassen (2004) <i>Learning to Solve Problems</i>, and Intro to <i>Designing Your Life</i> [DYL], pgs. ix-xxxi.</p> <p><u>CJ#1:</u> Print out/do Career Design Self-Efficacy Pre-test</p> <p><u>CJ#2:</u> Use O*Net Interest Profiler (see “O*Net Steps” in Instructions to get your 3-letter Holland Code &amp; do a CJ entry.</p> <p><u>CJ#3:</u> Watch at least half an hour of Aug 26 Brathewaite session on opportunities for Work Study at CCNY– do more if you have the time and interest. See Instructions for details.</p>	<p><u>SGD#1:</u> Do all 3 readings. Write up and post to Leader Discussion Leader Notes by 9 AM, Sept 10. (2 POINTS) Post Reflections on your leading the talk by EOD, 9/12 (1 PTS)</p> <p><u>CJ#1:</u> Post completed Pre-test (with name) by 9 AM, 9/10.</p> <p><u>CJ#2:</u> Post your 3-Letter code and the job title you investigated as a regular 150-word CJ entry by 9 AM, 9/10.</p> <p><u>CJ#3:</u> Post a regular CJ entry on ideas you gained from Brathwaite’s Aug 26 session re opportunities at CCNY for working in labs, internships. Due by 9 AM on Fri, Sept 10.</p>

<p><i>Week 2 SYNC</i> September 10 <i>Synchronous Meeting time: Noon-2:30 PM</i></p>	<p><u>Topics:</u> <i>Putting O*Net’s Holland Code into action. 1 Pager: What is a bloop?</i> <u>Online Class Activities:</u></p> <ol style="list-style-type: none"> <li>1. <i>Small Group Discussion:</i> Review Jonassen’s problem types; Draytons’ ideas on journals, &amp; Intro to <i>DYL</i></li> <li>2. Introduction to two basic types of teaching: Inductive vs Deductive. “What is a bloop?” Show 1 Pager</li> <li>3. Use O*Net to investigate job title that is aligned with your Holland Code at “Job Zone.” If your Holland Code is not a good fit, use a general heading. Find a <i>specific</i> job title, then dive into the 8 Topics provided: Knowledge, Technology, Skills, Abilities, Education, Job Outlook, Personality, and Explore More. What <b>college major</b> prepares you for this occupation?</li> </ol>	<p><u>SGD#2:</u> Read (a) <i>DYL</i> Chapter 1, pages 3-27; (b) Foshay Chap 4 on organizing information; (c) Buzan-<i>Using Both Sides of Your Brain</i>, pps. 83-95. (Everyone should create concept map for their Leader Notes.)</p> <p><u>CJ#4:</u> Print out/do Dashboard using <i>DYL</i> worksheets 8-11. Use categories: <b>School-Friends - Play-Health</b>. (Don’t use “Work”)</p> <p><u>CJ#5:</u> Starting on Sept 11, begin keeping your Good Times Journal, including the End-of-Week Reflection page.</p>	<p><u>SGD#2:</u> Do all 3 readings. Write up and post to Leader Discussion Notes by EOD, Sept 16. (2 POINTS) Post reflections on your leading a discussion by EOD, Sept 19 (1 PTS)</p> <p><u>CJ#4:</u> Post scans of your completed Dashboard as a single PDF document by EOD, Sept 16 (1 POINT)</p> <p><u>CJ#5:</u> Post a scan of your filled Week #1 <i>DYL</i> worksheet, pages 18-28, by EOD, Sept 16. (1 POINT)</p>
<p><i>Week 3 SYNC</i> September 17 <i>Synchronous Meeting time: Noon-2:30 PM</i></p>	<p><u>Topics:</u> <i>Steps in Inquiry process. Experts vs. Novices, misconceptions and dysfunctional beliefs; Ways to Organize Information -- concept maps and outlines; Introduction to Exploratory Essay</i></p> <ol style="list-style-type: none"> <li>1. <i>Small Group Discussion:</i> (a) <i>DYL</i> Chapter 1, pages 3-27, dashboards; (b) Foshay Chap 4 on organizing info; (c) Buzan-<i>Using Both Sides of Your Brain</i></li> <li>2. <i>Small Groups:</i> Do 7 steps of Inquiry ID worksheet</li> <li>3. Review ways to organize information, chunking, etc.</li> <li>4. Review cognitive psych’s novice vs expert studies.</li> <li>5. Do overview of Exploratory Essay task, worth 15 Pts.</li> </ol>	<p><u>SGD#3:</u> Read (a) <i>DYL</i>, Chapter 3, Wayfinding; (b) NRC-How People Learn, Ch 2; (c) Bolles-3 Boxes of Life.</p> <p><u>CJ#6:</u> Print/Scan completed Week #2 <i>DYL</i> Good Times Journal &amp; Reflections, pps 29-37</p> <p><u>CJ#7:</u> Do Enhanced Functional Job Analysis [EFJA] of a specific occupational title, internship, summer job, college major, or an expertise of interest as seen in a movie/documentary.</p>	<p><u>SGD#3:</u> Do all 3 readings. Post Leader Notes by EOD, 9/23. (2 PTS) Post reflections by EOD, Sept 26 (1 PT)</p> <p><u>CJ#6:</u> PDF of GTJ and Reflections due by EOD, Sept 23. (1 POINT)</p> <p><u>CJ#7:</u> Post Enhanced Functional Job Analysis of task strongly linked to a job or college major or movie by EOD, Sept 30. (1 PT)</p>



<p><i>Week 4 SYNC</i> September 24 <i>Synchronous Meeting time:</i> Noon-2:30 PM</p>	<p><u>Topics:</u> <i>Intro to Cohen Library and Visit from Librarian; Steps and Mindsets of Design Thinking</i></p> <ol style="list-style-type: none"> <li>1. <u>Guest Speaker:</u> Cohen Library reference librarian Sarah Cohn will introduce research tools for learning about majors and jobs, and lead on a deep dive of the O*Net and related databases. Degree Maps &amp; Majors.</li> <li>2. <u>Small Group Discussion:</u> (a) <i>DYL</i>, Chapter 3, Wayfinding (AEIOU, Good Times Journal) (b) NRC-How People Learn, Ch 2; (c) Bolles-3 Boxes of Life</li> <li>3. Link novice misconceptions to dysfunctional beliefs, in contrast to expert knowledge.</li> <li>4. Watch segments of <i>Ratatouille</i> (2007). Identify the knowledge / skills of expert French chef (Remi, the rat), and misconceptions of the garbage boy (Alfredo).</li> </ol>	<p><u>SGD#4:</u> Read (a) <i>DYL</i> Ch 2 Compass; (b) <i>DYL</i> Ch 4 Getting Unstuck; (c) Read Crismond &amp; Adams' (C&amp;A) Matrix paper pps 744-5, Pattern A, pps 747-51.</p>	<p><u>SGD#4:</u> Do all 3 readings. Post Leader Notes by EOD, Sept 30. (2 POINTS) Post reflections on SGD by EOD, Oct 2 (1 PT).</p>
<p><i>Week 5 SYNC</i> October 1 <i>Synchronous Meeting time:</i> Noon-2:30 PM</p>	<p><u>Topics:</u> <i>Visit from former FIQWS student; Analyzing Videos for Knowledge &amp; Skills</i></p> <p><u>Guest Speaker:</u> Saivikram Madireddy, a recent CCNY graduate who took FIQWS 10008, will talk and answer questions about how he prepared for the med school he just started attending this fall. During his "college career" he did job shadowing, earned credentials as ambulance technician, worked in research labs and took part in ROTC</p> <ol style="list-style-type: none"> <li>1. <u>Small Group Discussion:</u> (a) <i>DYL</i> Chapter 2; (b) <i>DYL</i> Chapter 4; (c) Matrix paper, Pattern A.</li> <li>2. Use steps for doing Enhanced Functional Job Analysis to identify knowledge/skills of sushi chef while watching <i>Jiro Dreams of Sushi</i>.</li> </ol>	<p><u>SGD#5:</u> Read (a) <i>DYL</i> Ch 5, Design Your Lives; (b) Read Bolles-Conducting Interviews &amp; Shyness. (c) Read Crismond &amp; Adams' (C&amp;A) Matrix intro pps 744-5, &amp; Pattern A, pps 747-51.</p> <p><u>CJ#8:</u> After reading <i>DYL</i> Ch 5, do <i>DYL</i> Workbook, pages 47-9, 50-60, AEIOU, etc.</p> <p><u>CJ#9:</u> Write draft of Exploratory Essay.</p>	<p><u>SGD#5:</u> Do all 3 readings. Post Leader Notes by EOD, Sept 30. (2 POINTS) Post reflections on Small Group discussion by EOD, Oct 2 (1 POINT).</p> <p><u>CJ#8:</u> Post PDF of GTJ and Reflections, due EOD, Oct 7<sup>th</sup>. (2 POINTS)</p> <p><u>CJ#9:</u> Post draft Exploratory Essay by EOD, Oct 7 (1 PT)</p>

<p>Week 6 <b>SYNC</b> October 8 Synchronous Meeting time: Noon-2:30 PM</p>	<p><u>Topics:</u> <i>Beginner vs Informed Designers; Problem Solving vs Problem Framing</i></p> <ol style="list-style-type: none"> <li>1. <i>Small Group Discussion:</i> (a) DYL Chapter 5; (b) Bolles-Shyness; (c) Matrix paper, Pattern A.</li> <li>2. Review examples of products that changed because they were framed/defined in a new and innovative way</li> <li>3. Watch video interview of NYC-based Pixar animator. What interview questions were asked?</li> <li>4. Introduce Crismond &amp; Adams' (2012) paper</li> <li>5. <i>Video:</i> Watch <i>Tampopo</i>. Analyze skills/know-how of the novice vs expert ramen soup chef.</li> </ol>	<p><u>SGD#6:</u> Read (a) DYL Ch 6 Prototyping; (b) C&amp;A's Matrix, Pattern B, pps. 752-3; (c) C&amp;A's Matrix, Pattern C, Idea Generation, pps. 755-8</p> <p><u>CJ#10:</u> Revise Exploratory Essay [EE], based on DC feedback.</p>	<p><u>SGD#6:</u> Do all 3 readings. Post Leader Notes by EOD, Oct 14. (2 POINTS) Post reflections on discussion by EOD, Oct 17 (1 POINT)</p> <p><u>CJ#10:</u> Turn in revised EE, 7 days after getting feedback (14 PTS)</p>
<p>Week 7 <b>SYNC/ASYN</b> October 15 Small Group Meeting time arranged by each team</p>	<p><u>Topics:</u> <i>Doing Research &amp; Interviews; Human Centered Design; Rapid Prototyping; Brainstorming &amp; Creative Strategies, Idea Fixation, Think Outside Box</i></p> <ol style="list-style-type: none"> <li>1. <i>Small Group Discussion:</i> (a) DYL Chapter 6; (b) C&amp;A's Matrix, Pattern B; (c) Matrix, Pattern C.</li> <li>2. Watch David Kelley's Creative Confidence TED talk</li> <li>3. Support creativity using exercises from deBono's <i>6 Hats of Thinking</i> and Combining Ideas worksheet.</li> <li>4. Discuss role of Prototyping in design thinking – How can you prototype using only conversation?</li> <li>5. Present overview of final RCA paper (25 Points)</li> </ol>	<p><u>SGD#7:</u> (a) DYL Chapter 8 Dream Job; (b) Bolles-Life Stories (pgs. 29-37); (c) C&amp;A's Matrix paper, Pattern E, pages 761-63.</p> <p><u>CJ#11:</u> Write 2 Life Stories, follow model in Bolles chapter.</p> <p><u>CJ#12:</u> Make concept map of college major field of study. See Instructions.</p>	<p><u>SGD#7:</u> Do all 3 readings. Post Leader Notes by EOD, Oct 21. (2 POINTS) Post reflections on discussion by EOD, Oct 24 (1 POINT)</p> <p><u>CJ#11:</u> Post 2 Life Stories to CJ by EOD, Oct 21.</p> <p><u>CJ#12:</u> Upload scan of concept map of college major by SOC, Oct 21 (1 PT)</p>
<p>Week 8 <b>SYNC</b> October 22 Meeting time: 12-2:30 PM + Meeting with FIQWS profs: see schedule.</p>	<p><u>Topics:</u> <i>Design Decisions: Weighing Pros &amp; Cons, Balancing tradeoffs in product and career design.</i></p> <ol style="list-style-type: none"> <li>1. <i>Small Group Discussion:</i> (a) DYL Chapter 8; (b) Bolles-Life Stories, (c) C&amp;A's Matrix, Pattern E.</li> <li>2. <i>Small Groups:</i> Use Chooser Chart weigh pros/cons when deciding which fasteners to use in a fall jacket.</li> <li>3. Students create a Chooser Chart to represent choices &amp; pros and cons in deciding to attend City College.</li> <li>4. <i>Whole Class:</i> Review traits of a good Life Story and a Good Times Journal entry.</li> </ol>	<p><u>SGD#8:</u> (a) DYL Chapter 9 Choosing Happiness; (b) C&amp;A's Matrix paper, Pattern G, Troubleshooting, 766-68; (c) Pattern H, Iteration, 769-72.</p>	<p><u>SGD#8:</u> Do all 3 readings. Post Leader Notes by EOD, Oct 21. (2 POINTS) Post reflections on discussion by EOD, Oct 24 (1 POINT)</p>



<p>Week 9 <b>SYNC</b> October 29 Synchronous Meeting time: Noon-2:30 PM</p>	<p><u>Topics:</u> <i>Learning from Failure; Reflective Design Thinking; Looking for Patterns in your own data</i></p> <ol style="list-style-type: none"> <li>1. <i>Small Group Discussion:</i> (a) <i>DYL</i> Chapter 9; (b) C&amp;A's Matrix, Pattern G; (c) Matrix, Pattern H</li> <li>2. Use Informed Design Rubric to reflect on your own design thinking process re college major or career.</li> <li>3. Use Crismond's Universal Design Compass software to reflect on design steps taken in IDEO video.</li> <li>4. Intro to IDEO's Human-Centered Designing materials</li> <li>5. Review PIES model of user needs (Physical, Social, Intellectual, Emotional). Whom do you want to help?</li> </ol>	<p><u>SGD#9:</u> (a) <i>DYL</i> Chapter 10 Failure Immunity; (b) C&amp;A's Matrix paper, Pattern I, pages 766-68; (c) <i>DYL</i> Conclusion: A Well Designed Life</p> <p><u>CJ#13:</u> Complete two tests available online through CCNY Career Office: <i>Focus 2</i> and <i>Do What You Are</i>.</p>	<p><u>SGD#9:</u> Do all 3 readings. Post Leader Notes by EOD, Nov 4. (2 POINTS) Post reflections on discussion by EOD, Nov 7 (1 POINT)</p> <p><u>CJ#13:</u> Report on what you learned from test results. Post this 150-word (or longer) by EOD, Thurs, Nov 4. (1 PT)</p>
<p>Week 10 <b>SYNC</b> November 5 Synchronous Meeting time: Noon-2:30 PM</p>	<p><u>Topics:</u> <i>Tools of Career Counselling &amp; Self Assessment, Theories of Intelligence(s); Writing Life Themes</i></p> <p><u>Guest Speaker:</u> Director of Career &amp; Professional Development describes resources for CCNY students.</p> <ol style="list-style-type: none"> <li>1. Introduction to Myers-Briggs: introvert, extrovert, intuitive. How businesses currently use M-B at work.</li> <li>2. Introduce Gardner's theory of Multiple Intelligences, Sternberg's Triarchic Intelligences.</li> <li>3. Introduce Bolles "Skills/Interests Matrix," use to look for patterns in one's own career data sources</li> <li>4. Review guidelines for writing life themes, based on seeing patterns in your data</li> <li>5. <i>Small Group Discussion:</i> (a) <i>DYL</i> Chapter 10; (b) C&amp;A's Matrix, Pattern I; (c) <i>DYL</i> Conclusion chapter</li> </ol>	<p><u>SGD#10:</u> (a) <i>DYL</i> Chapter 11 Building a Team, do exercise on <i>DYL</i> pg 215; (b) Read pps 1-13, IDEO- Intro to Human-Centered Design; (c) Review IDEO's Design Kit website, watch all Mindset movies.</p>	<p><u>SGD#10:</u> Do all 3 readings. Post Leader Notes by EOD, Nov 11. (2 POINTS) Post reflections on discussion by EOD, Nov 14 (1 POINT)</p>
<p>Week 11 <b>SYNC</b> November 12 Synchronous Meeting time: Noon-2:30 PM</p>	<p><u>Topics:</u> <i>Brainstorming for Networking; Building a Support Team</i></p> <p><u>Guest Speaker:</u> Josh Frank, who is the entrepreneur &amp; co-owner of the <i>Tampopo</i> restaurant in Washington Heights, will speak about his college &amp; career path. Q&amp;A to follow</p> <p><u>Video:</u> Watch ending of <i>Tampopo</i>.</p> <p><i>Small Group Discussion:</i> Discuss roles that different mentors play in saving this ramen chef's business.</p>	<p><u>SGD#11:</u> Read: (a) <i>Tuesdays with Morrie</i>, Chapter "Eighth Tuesday: We talk about money;" (b) Phillips, "Four Illusions of Money" (c) Watch 2 case studies from BofA/Khan Academy of folks doing entry-level jobs and the finances of work.</p>	<p><u>SGD#11:</u> Do all 3 readings. Post Leader Notes by EOD, Nov 18. (2 POINTS) Post reflections on discussion by EOD, Nov 21 (1 POINT)</p>

<p>Week 12 <b>SYNC</b> November 19 Synchronous Meeting time: Noon-2:30PM</p>	<p><u>Topics: Money, Financial Literacy, Colleges and careers.</u></p> <ol style="list-style-type: none"> <li>1. <i>Small Group Discussion:</i> (a) <i>Tuesdays with Morrie</i> on money; (b) Phillips, “Four Illusions of Money;” (c) BofA/Khan Academy video interviewing folks doing entry-level jobs and the finances of work.</li> <li>2. Discuss student loans and potential salaries. Review to Korn’s WSJ 7.8.21 article, “Financially Hobbled for Life: Elite Master’s Degrees and Don’t Pay Off.”</li> </ol>	<p><u>Zoom #1:</u> Using the Doodle poll sent to you, sign up for a 20-min Zoom meeting with Professor.</p> <p><u>CJ#14:</u> Complete draft of RCA paper.</p>	<p><u>Zoom #1:</u> Speak with Crismond about your EE and RCA papers by EOD, Dec 3.</p> <p><u>CJ#14:</u> Post draft of RCA paper by EOD, Dec 2. (1 PT)</p>
<p>Week 13 <b>SYNC</b> December 3 Synchronous Meeting time: 12-2:30 PM</p>	<p><u>Creating a LinkedIn page; Designing your course 1 Pager</u></p> <p><u>Guest Speaker:</u> Lois Barber, originally an art teacher, has for the last 30 years has been Founder and Director of a service-oriented non-profit, Earth Action. Q&amp;A after talk on how she finds problems and meets community needs.</p>	<p><u>CJ#15:</u> Create an organized LinkedIn website that draws upon ideas from this course.</p>	<p><u>CJ#15:</u> Post scans of LinkedIn pages by EOD, Dec 9. (5 Pts)</p>
<p>Week 14 <b>SYNC//ASYN</b> Dec 10 Sync Meeting time: 12-2:30 PM</p>	<p><u>One-on-One Zoom Meeting:</u> Using a Doodle poll, sign up for a 15-20 minute Zoom session with Prof Crismond about your RCA paper. Must have minimum of 1 meeting with DC by 5 PM, Thurs, Dec 12.</p>	<p><u>CJ#16:</u> Write summary of ideas from Zoom Meeting with Prof.</p> <p><u>CJ#17:</u> Make 1 Pager that summarizes key ideas &amp; skills from FIQWS 10008.</p> <p><u>CJ#18:</u> Complete RCA paper by EOD, Dec 16.</p>	<p><u>CJ#16:</u> Post 150-word meet summary by EOD, 12/9 (1PT)</p> <p><u>CJ#17:</u> Post 1 Pager that summarizes FIQWS 10008 by SOC, Dec 16. (5 Pts)</p> <p><u>CJ#18:</u> Upload RCA paper by EOD, Dec 16 (24 PTS)</p>
<p>Week 15 <b>SYNC</b> December 17 Sync Meeting: 12-2:30 PM</p>	<p><u>Final Presentation:</u> Give a 3-5 minute talk on your work done for 10008; e.g., EE and RCA papers, interviews, career journal. Use copy of 1 your Pager to support talk. See Instructions for details. (5 PTS)</p>	<p><u>CJ#19:</u> Print out/do Career Design Self-Efficacy Post-Test</p>	<p><u>CJ#19:</u> Post completed Post-Test (with name) by Dec 17, 2:30 PM (End of Class).</p>