The L&S Second-Year Career Course

Career development is a lifelong process of self-exploration as one engages the world of work. It is more than deciding on a major, graduating, and getting a job! The [College of Letters & Science](#) (L&S) is committed to providing you with high quality educational experiences and preparing you for satisfying and rewarding lives and careers as engaged and active citizens. This course, "Taking Initiative," is designed for second-year students from all L&S majors. It is a key part of the [L&S Career Initiative](#) and is brought to you in partnership with [L&S Career Services](#), the [Cross-College Advising Service](#), and the [Ogg Hall Career Kickstart](#) program.

Description

The goal of this course is to give you the tools you need to be able to seek out knowledge and skills as you make future career and life decisions. You will learn, as a liberal arts and sciences student, that your education enables you to develop the skills and capacity to become leaders, innovators, and entrepreneurs. Through critical reflection and dialogue, we will review a number of theories that pertain to personal career development, and learn how to apply them as you proceed through your academic journey.

Over the semester, you will produce an ePortfolio in which you will track your personal growth and progress demonstrate your ability to apply these theories, and produce job tools that you can build upon in the future, such as an internship/job application, skills assessment, and interview of a professional.

Instructional Format

The course consists of two components: the lecture (large group meeting primarily for presentation of new material, taught by the professor) and the lab (small group meeting for hands-on practice led by a TA). Lectures and labs will meet once per week and alternate weekly (week 1: lecture, week 2: lab, week 3: lecture, etc.), with the exception of the last class meeting, which will take place as a lab.

In addition to a TA, each lab has been assigned a professional mentor to assist with the hands-on practice of networking and resume writing. The TA is responsible for grading assignments, discussing absences and missed assignments, as well as any accommodations, and should serve as the primary contact should questions arise about the course.

During three labs, guest speakers will Skype in to class to provide a perspective on how course topics are related to the world of work. Guest speakers who participate in this program are graduates of the College of Letters & Science, are volunteers, and have chosen to give back to the University of Wisconsin-Madison in this way.

Week	Activity	Topic	Assignment Due	Guests
01	LECTURE	Taking initiative through critical reflection		
02	LAB	Wandering through a liberal education	Assignment 1	Alumni
03	LECTURE	How a college education works in the labor market		
04	LAB	Reflecting on your strengths	Assignment 2 Extra Credit 1 Extra Credit 2	

05	LECTURE	Connecting strengths, majors, and careers	[Extra Credit 3](#)	
06	LAB	Challenge-Action-Result statements	[Assignment 3](#)	Alumni
07	LECTURE	The Wisconsin Experience		Panel
08	LAB	Finding an internship, research, or service opportunity	[Assignment 4](#)	
09	LECTURE	Social capital and professional networking	[Assignment 5](#)	
10	LAB	Learning from informational interviews		Alumni
11	SPRING BREAK			
12	LECTURE	Building a personal brand	[Assignment 6](#)	
13	LAB	Using online social networks	[Assignment 7](#) [Extra Credit 4](#)	
14	LECTURE	Planned happenstance and lifelong learning		
15	LAB	Resumes and cover letters	[Assignment 8](#) [Assignment 9](#)	
16	LAB	Personal brand presentations	[Assignment 10](#) [Extra Credit 5](#)	

Assignments

There are ten assignments in this course, plus overall grades for participation:

Assignment	Week Due	Points
Participation		
Attendance and contribution in both lecture and lab	every week	15
ePortfolio assembly and reflections on assignments and readings	every assignment	15
Reflecting on your value		
[Assignment 1: Wanderings Diagram](#)	WEEK 02 LAB	5
[Assignment 2: StrengthsQuest Analysis](#)	WEEK 04 LAB	5

[Assignment 3: Context-Action-Result Statements](#)	WEEK 06 LAB	5
Researching your opportunities		
[Assignment 4: Wisconsin Experience Plan](#)	WEEK 08 LAB	5
[Assignment 5: Find an Internship, Research, or Service Opportunity](#)	WEEK 09 LECTURE	5
[Assignment 6: Informational Interview](#)	WEEK 12 LECTURE	10
Communicating your value		
[Assignment 7: LinkedIn Profile](#)	WEEK 13 LAB	5
[Assignment 8: Targeted Resume](#)	WEEK 15 LAB	10
[Assignment 9: Targeted Cover Letter](#)	WEEK 15 LAB	10
[Assignment 10: Personal Brand Presentation](#)	WEEK 16 LAB	10
TOTAL		**100**

All assignment details are available at our [Learn@UW](#) site, along with associated readings and handouts. All assignments are to be turned in via Learn@UW "DropBoxes" by the start of the lecture or discussion lab on the week that they are due. **Late assignments will be subject to one point per day penalty, up to a maximum of five points.**

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ePortfolio

You will also be asked to upload each of your completed assignments to your personal electronic portfolio or "ePortfolio," available in Learn@UW, where you will be expected to write brief but detailed reflections on each.

The ePortfolio is a culmination of your work completed inside and outside of class. It is a visual presentation of your brand, which includes your "wanderings" and strengths, challenge-action-result statements, an internship/job application (job description, resume, and cover letter), written personal brand description, and informational interview report.

The ePortfolio will also contain your reflections on these assignments, and your reflections on each week's readings. **Each written reflection should be a few paragraphs in length; an average word count might be 200 words.**

ePortfolios are excellent tools to allow students to track personal learning and growth throughout their college careers. The materials you collect for this course will demonstrate valuable skills to instructors and employers, make connections between learning experiences, and permit continued

reflection on goals and accomplishments beyond the boundaries of this course. The ePortfolio belongs to you and can be maintained beyond graduation. Instructors will have access to your ePorfolio during this course, for grading and assessment purposes.

Grading

This one-credit class is graded on the standard A-F scale:

93-100	A
88-92	AB
83-87	B
78-82	BC
73-77	C
63-72	D
0-62	F

The following rubrics will be used when grading student work in this class:

- **Respect for logistics.** Do you follow assignment instructions? Do you turn assignments in on time? Are your assignments complete?
- **Understanding of course materials.** Does your participation in class and your performance on assignments demonstrate clear understanding of course materials, including lectures, textbooks, and article readings?
- **Effectiveness of communication.** Is your written communication free of spelling, punctuation, and grammatical errors? Does your writing demonstrate both professionalism and enthusiasm? Is your oral communication understandable, engaging, and persuasive? Do you communicate with both seriousness of purpose and respect for others?
- **Level of participation.** Do you attend class regularly and contribute to discussions and peer exercises? Do you ask productive questions and help clarify issues for others? Are your emailed communications professional?
- **Quality of reflection.** Are your ePortfolio reflections on assignments and readings of adequate length? Do you attempt to reflect critically in a way that questions assumptions? Do your reflections connect your work to other assignments, other readings, and other aspects of your educational and career strategy?

Learning Outcomes

After taking this course, students will be able to:

- Regularly **engage in critical reflection** on their curricular path, their extra-curricular experiences, and their career goals throughout their experience at UW-Madison.
- Effectively **mobilize conceptual knowledge** about the meaning of a "liberal education," the college labor market, and various theories of career development.
- Analytically **evaluate diverse information sources** in exploring competing interests, strengths, and challenges that connect to various opportunities for education and work.
- Efficiently **practice instrumental skills** of career research, professional networking, and personal branding, through persuasive oral, written, and online communication.
- Confidently **access and mobilize resources** among many high-impact practices, career advising experts, and alumni networking opportunities that UW-Madison has to offer.

Your liberal arts education provides you with the tools, breadth, and depth of knowledge in core areas of essential learning. While all classes do not emphasize all learning outcomes, together these rich educational experiences, in addition to other academic and co-curricular pursuits, make up the Wisconsin Experience. The table below lists the general assessment criteria for the four main assignments for this course and demonstrates how they relate to the Essential Learning Outcomes.

	Participation Attendance, ePotfolio	**Reflecting on your value** Wanderings Diagram, StrengthsQuest Analysis, Context-Action-Result Statments	**Researching your opportunities** Wisconsin Experience Plan, Find an Internship/Research /Service Opportunity, Informational Interview	**Communicating your value** LinkedIn Profile, Targeted Resume, Targeted Cover Letter, Personal Brand Presentation
Knowledge of Human Cultures and the Physical and Natural World - Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts	Reflection on course readings	Understanding of career concepts and theories	Understanding of a "liberal education" and the college labor market	Understanding of the job search process and technological environment
Intellectual and Practical Skills - Inquiry and analysis	Contribution to group discussion	Critical self reflection	Research and interviewing	Persuasive communication

- Critical and creative thinking - Written and oral communication - Quantitative literacy - Information, media, and technology literacy - Teamwork and problem solving				
Personal and Social Responsibility - Civic knowledge and engagement (local and global) - Intercultural knowledge and competence - Ethical reasoning and action - Foundations and skills for lifelong learning			Lifelong skills for a constantly changing job market	Ethics of communication in the hiring process
Integrative Learning - Synthesis and advanced accomplishment across general and specialized studies	Synthesis of experience in ePortfolio			

Required Materials

There are two required textbooks for this course:

- Clifton, D., Anderson, E., & Schreiner, L. (2006). *StrengthsQuest: Discover and develop your strengths in academics, career and beyond*. New York: Gallup Press.
- Delong, D. (2013). *Graduate to a Great Job: Make Your College Degree Pay Off in Today's Market*. Concord, MA: Longfellow Press.

Both of these books are available at the [University Bookstore](#).

In addition to these textbooks, numerous articles, videos, and handouts will be used and available online through Learn@UW. We make these materials available to only students and staff in the course, under "[Fair Use](#)" copyright exemption.

Attendance and Participation

Being present in class and participating actively in the learning activities is essential for successful completion of the course. You are expected to attend class regularly and to engage thoughtfully in class discussions and assigned activities. You are expected to have read the assigned materials prior to coming to class.

Enrollment in this course assumes your commitment to its purposes and objectives in your academic and professional development. Attendance will be taken each class meeting. Due to the size of the lectures, a random sampling of names will be drawn and read aloud, and if you are not present when your name is called, you will be marked absent. Only those absences due to emergencies, illness, professional meetings of critical importance, university sponsored activities, or extenuating circumstances will be excused. Absences for discretionary activities such as pre-planned personal events, vacations, or elective travel will not be excused.

This course will require the management of many deadlines, regular class attendance, and on-time class arrival. Plan accordingly. It is great practice for the world of work. TAs will be able to address questions or concerns about deadlines.

This course will present information about the skills and requirements that employers seek. One of them is timeliness. Employees who fail to arrive at work on time, cannot stay for the entire work period, or do not meet deadlines are generally overlooked for new projects or promotions or simply fired.

Disability Accommodations

Students with disabilities will be fully included in this course. Please inform the instructor if you need accommodations in any way to help you participate fully in this course. Any information shared will remain confidential.

If you suspect you might have a learning or other disability, the [McBurney Disability Resource Center](#) can assist you.

Academic Integrity

The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.

Any paper, portfolio, or assignment submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

Academic misconduct will be handled following [UW-Madison procedures posted by the Dean of Students Office](#).

Program Assessment

Occasionally, students are expected to help the university better understand and improve student learning and the Wisconsin Experience by participating in evaluative activities, which include undergraduate surveys, focus groups, and questionnaires, and by providing examples of their work. By participating, students help improve their own educational and related experiences and contribute to better educational experiences for future students.

In this course, instructors will retain copies of all ePortfolios for three years to assess student learning and the effectiveness of this program. If you have questions or concerns about the retention of your ePortfolio, please speak with your TA and discuss possible alternatives.

Throughout the course, you may be asked to respond to provide feedback on different elements of the course. Participation in these evaluations is very helpful to the program, and participation is voluntary. This course is a high priority of the College of Letters & Science. We want this course to be a great experience for you!

Extra Credit

There will be five extra credit opportunities spread throughout the course.

Extra Credit	Week Due	Points
[Extra Credit 1: A personality-based career survey](#)	week 04	2
[Extra Credit 2: A character-based career survey](#)	week 04	2
[Extra Credit 3: Mapping your major](#)	week 05	2
[Extra Credit 4: Your own web site](#)	week 13	2
[Extra Credit 5: Record your brand speech](#)	week 16	2

TOTAL		10

If you choose to complete these, you must upload them to their Dropboxes add them to your ePortfolio and reflect on them, just as with regular assignments. Each extra credit point is worth two points, so completing even four out of the five can boost your grade an entire letter category. **No points will be awarded for extra credit assignments that are turned in late.**

Spring 2015

WEEK 01 LECTURE: **Taking initiative through critical reflection**	Tuesday, January 20, 2015

Readings to complete first

- Delong, D. (2013). *Graduate to a Great Job*, chapter 1, "Why is finding a good job after college so tough?"
- Louis Menand, "Live and learn: Why we have college," *The New Yorker* (June 06, 2011).

WEEK 02 LAB: **Wandering through a liberal education**	Week of January 26, 2015

Readings to complete first

- William Cronon, "'Only connect': The goals of a liberal education," *American Scholar* 67:4 (1998).
- Ann L. Mullen, "Majors and knowledge," in *Degrees of Inequality: Culture, Class, and Gender in American Higher Education* (Baltimore: JHU Press, 2010).

Assignments due

- Assignment 1 due in DropBox and ePortfolio: Wanderings Diagram

Alumni Guest Speaker today

WEEK 03 LECTURE: **How a college education works in the labor market**	Tuesday, February 03, 2015

Readings to complete first

- Richard Arum and Josipa Roksa, "Making it in the labor market," in *Aspiring Adults Adrift: Tentative Transitions of College Graduates* (Chicago: University of Chicago Press, 2014).
- Frank Levy and Richard J. Murnane, "How computers change work and pay," in *The New Division of Labor: How Computers are Creating the Next Job Market* (New York: Russell Sage Foundation, 2004).

WEEK 04 LAB: **Reflecting on your strengths**	Week of February 09, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 2, "The follow your passion hoax."
- Jean M. Twenge and Stacy M. Campbell, "Generation me and the changing world of work," in P. Alex Linley, Susan Harrington, and Nicola Garcea, eds., *Oxford Handbook of Positive Psychology and Work* (Oxford Univ. Press, 2010).

Assignments due

- Clifton, D., Anderson, E., & Schreiner, L. (2006). StrengthsQuest; read the sections connected to your top strengths in order to write reflections in Assignment 2.
- Assignment 2 due in DropBox and ePortfolio: StrengthsQuest analysis
- Extra Credit 1 due in ePortfolio: A personality-based career survey
- Extra Credit 2 due in ePortfolio: A character-based career survey

WEEK 05 LECTURE: **Connecting strengths, majors, and careers**	Tuesday, February 17, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 3, "Three ways to focus your job search."
- Neeta P. Fogg, Paul E. Harrington, Thomas F. Harrington, and Laurence Shatkin, "The economics of career choice," in *College Majors Handbook*, 3rd ed. (St. Paul: JIST Publishing, 2012).

Assignments due

- Extra Credit 3 due in ePortfolio: Mapping your major

WEEK 06 LAB: **Challenge-Action-Result statements**	Week of February 23, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 5, "How will you stack up against the competition?"
- Elizabeth Segran, "Why top tech CEOs want employees with liberal arts degrees," *Fast Company* (August 28, 2014).

Assignments due

- Assignment 3 due in DropBox and ePortfolio: Challenge-Action-Result statements

Alumni Guest Speaker today

WEEK 07 LECTURE: **The Wisconsin Experience**	Tuesday, March 03, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 6, "Why internships have changed the game," and chapter 9, "Beyond internships."
- Richard Arum and Josipa Roksa, "A mandate for reform," in *Academically Adrift: Limited Learning on College Campuses* (Chicago: University of Chicago Press, 2011).

WEEK 08 LAB: **Finding an internship, research, or service**	Week of March 09,

opportunity	2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 7, "Get a good internship faster," and chapter 8, "Four ways to make your internships pay off."
- Orville Pierson, "How hiring really happens," in *The Unwritten Rules of the Highly Effective Job Search* (New York: McGraw-Hill, 2006).

Assignments due

- Assignment 4 due in DropBox and ePortfolio: Wisconsin Experience Plan

WEEK 09 LECTURE: **Social capital and professional networking**	Tuesday, March 17, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 10, "Networking," and chapter 11, "Where to make career-building connections."
- Mark Granovetter, "Introduction," in *Getting a Job: A Study of Contacts and Careers* (Chicago: University of Chicago Press, 1974).

Assignments due

- Assignment 5 due in DropBox and ePortfolio: Internship, Research, or Service Opportunituy

WEEK 10 LAB: **Learning from informational interviews**	Week of March 23, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 12, "Beyond Facebook."
- Lindsey Pollak, "Set up informational interviews," *Getting from College to Career* (New York: Harper, 2012).

Alumni Guest Speaker today

WEEK 11 SPRING BREAK (no class)	Week of March 30, 2015

Please travel safely.

WEEK 12 LECTURE: **Building a personal brand**	Tuesday, April 07, 2015

Readings to complete first

- Tom Peters, "The Brand Called You," *Fast Company* (1997).
- Blaise James, "It's time to brand yourself" and "The value of personal branding," *Gallup*

Management Journal (2009).

Assignments due

- [Assignment 6](#) due in DropBox and ePortfolio: Informational Interview

WEEK 13 LAB: **Using online social networks**	Week of April 13, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 13, "Make applicant tracking and LinkedIn work for you," and chapter 14, "Using social media tactics to get a job."
- Lindsey Pollak, "[Stop being a student](#)," *Getting from College to Career* (New York: Harper, 2012).

Assignments due

- [Assignment 7](#) due in DropBox and ePortfolio: LinkedIn profile
- [Extra Credit 4](#) due in ePortfolio: Your own web site

WEEK 14 LECTURE: **Planned happenstance and lifelong learning**	Tuesday, April 21, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 17, "What your career counselor won't tell you."
- Peggy Simonsen, "[Career patterns for the 21st century](#)," in Virginia N. Gordon and Thomas L. Minnick, eds., *Foundations: A Reader for New College Students* (Belmont, CA: Thomson, 2002).

WEEK 15 LAB: **Resumes and cover letters**	Week of April 27, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 15, "How to write a resume that rocks."
- Katharine Brooks, "[Channeling Jane Austen](#)," in *You Majored in What? Mapping Your Path from Chaos to Career* (New York: Viking, 2009).

Assignments due

- [Assignment 8](#) due in DropBox and ePortfolio: Targeted Resume
- [Assignment 9](#) due in DropBox and ePortfolio: Targeted Cover Letter

WEEK 16 LAB: **Personal brand presentations**	Week of May 04, 2015

Readings to complete first

- Delong, D. (2013). Graduate to a Great Job, chapter 16, "How to nail your job interview."
- Anthony P. Carnevale, Ban Cheah and Artem Gulish, *The Summer Surge in College Unemployment* (Georgetown University, Center on Education and the Workforce, 2013).

Assignments due

- Assignment 10 due in DropBox and ePortfolio: Personal Brand Presentation (written version)
- Extra Credit 5 due in ePortfolio: Record your brand speech
- Perform personal brand presentations today

FINALS WEEK

There is no final exam for this course.

Required Textbooks

Available at the [University Bookstore](#).

Clifton, D., Anderson, E., & Schreiner, L. (2006). *StrengthsQuest: Discover and develop your strengths in academics, career and beyond*. New York: Gallup Press.

Delong, D. (2013). *Graduate to a Great Job: Make Your College Degree Pay Off in Today's Market*. Concord, MA: Longfellow Press.

Required Articles

Free to download under [Fair Use](#) provisions.

- Richard Arum and Josipa Roksa, "[A mandate for reform](#)," in *Academically Adrift: Limited Learning on College Campuses* (Chicago: University of Chicago Press, 2011).
- Richard Arum and Josipa Roksa, "[Making it in the labor market](#)," in *Aspiring Adults Adrift: Tentative Transitions of College Graduates* (Chicago: University of Chicago Press, 2014).
- Katharine Brooks, "[Channeling Jane Austen](#)," in *You Majored in What? Mapping Your Path from Chaos to Career* (New York: Viking, 2009).
- Anthony P. Carnevale, Ban Cheah and Artem Gulish, *[The Summer Surge in College Unemployment](#)* (Georgetown University, Center on Education and the Workforce, 2013).
- William Cronon, "['Only connect': The goals of a liberal education](#)," *American Scholar* 67:4 (1998).
- Neeta P. Fogg, Paul E. Harrington, Thomas F. Harrington, and Laurence Shatkin, "[The economics of career choice,](#)" in *College Majors Handbook*, 3rd ed. (St. Paul: JIST Publishing, 2012).
- Mark Granovetter, "[Introduction](#)" in *Getting a Job: A Study of Contacts and Careers* (Chicago: University of Chicago Press, 1974).
- Blaise James, "[It's time to brand yourself](#)" and "[The value of personal branding,](#)" *Gallup Management Journal* (2009).
- Frank Levy and Richard J. Murnane, "[How computers change work and pay](#)," in *The New Division of Labor: How Computers are Creating the Next Job Market* (New York: Russell Sage Foundation, 2004).
- Louis Menand, "[Live and learn: Why we have college](#)," *The New Yorker* (June 06, 2011).
- Ann L. Mullen, "[Majors and knowledge](#)," in *Degrees of Inequality: Culture, Class, and Gender*

in American Higher Education (Baltimore: JHU Press, 2010).

- Tom Peters, "[The Brand Called You]," *Fast Company* (1997).
- Orville Pierson, "[How hiring really happens]," in *The Unwritten Rules of the Highly Effective Job Search* (New York: McGraw-Hill, 2006).
- Lindsey Pollak, "[Set up informational interviews]" and "[Stop being a student]," *Getting from College to Career* (New York: Harper, 2012).
- Elizabeth Segran, "[Why top tech CEOs want employees with liberal arts degrees]," *Fast Company* (August 28, 2014).
- Peggy Simonsen, "[Career patterns for the 21st century]," in Virginia N. Gordon and Thomas L. Minnick, eds., *Foundations: A Reader for New College Students* (Belmont, CA: Thomson, 2002).
- Jean M. Twenge and Stacy M. Campbell, "[Generation me and the changing world of work]," in P. Alex Linley, Susan Harrington, and Nicola Garcea, eds., *Oxford Handbook of Positive Psychology and Work* (Oxford Univ. Press, 2010).

Optional Textbooks

Available from online retailers or through library loan. These are all recent and useful textbooks that can help liberal arts and sciences students with their college education and their job search.

Richard N. Bolles, *What Color Is Your Parachute?* (Berkeley, CA: Ten Speed Press, 2014).

Katharine Brooks, *You Majored in What? Mapping Your Path from Chaos to Career* (New York: Viking, 2009).

Sheila J. Curran and Suzanne Greenwald, *Smart Moves for Liberal Arts Grads* (Berkeley: Ten Speed Press, 2006).

Neeta P. Fogg, Paul E. Harrington, Thomas F. Harrington, and Laurence Shatkin, *College Majors Handbook*, 3rd ed. (St. Paul: JIST Publishing, 2012).

Lindsey Pollak, *Getting from College to Career* (New York: Harper, 2012).

Andrew Roberts, *The Thinking Student's Guide to College* (Chicago: University of Chicago Press, 2010).

Paul D. Tieger, Barbara Barron, and Kelly Tieger, *Do What You Are: Discover the Perfect Career for You through the Secrets of Personality Type*, 5th ed. (New York: Little, Brown and Company, 2014).

Optional Articles

Free to download under Fair Use provisions.

- Association of American Colleges & Universities, *High-Impact Educational Practices* (2008).*
- Association of American Colleges & Universities, LEAP Employer-Educator Compact (2013).
- Association of American Colleges & Universities, Key findings from 2013 survey of employers (2013).
- Association of American Colleges & Universities, *Liberal Arts Graduates and Employment: Setting the Record Straight* (2014).*
- Mark R. Ballard, "Job search: Chance or plan?" in Virginia N. Gordon and Thomas L. Minnick, eds., *Foundations: A Reader for New College Students*, 2nd ed. (Belmont, CA: Wadsworth, 2002)
- Sandy Baum, Jennifer Ma, and Kathleen Payea, Education Pays 2013: The benefits of higher education for individuals and society (College Board, 2013).
- Stephen D. Brookfield, "What it means to think critically" and "Using the workplace as a resource for thinking and learning," in *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting* (San Francisco: Jossey-Bass, 1987).
- James Tunstead Burtchaell, "Major decisions," in Virginia N. Gordon and Thomas L. Minnick, eds., *Foundations: A Reader for New College Students*, 2nd ed. (Belmont, CA: Thomson Learning, 2002).
- Steven M. Cahn, "The content of a liberal education," in *Education and the Democratic Ideal* (Chicago: Nelson-Hall, 1979).
- Anthony P. Carnevale, Jeff Strohl, and Michelle Melton, *What's it Worth? The Economic Value of College Majors* (Georgetown University, Center on Education and the Workforce, 2011).*
- Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, Recovery: Job Growth and Educational

- Requirements Through 2020 (Georgetown University, Center on Education and the Workforce, 2013).
- Anthony P. Carnevale, Tamara Jayasundera, Dmitri Repnikov, The Online College Labor Market: Where the Jobs Are (Georgetown University, Center on Education and the Workfroce, 2014).
- Ben Carpenter, "How to get a great job," *The Bigs* (Hoboken, NJ: John Wiley & Sons, 2014).
- Andy Chan and Phil Gardner, "An arts & science degree: Defining its value in the workplace," *CERI Research Brief* (2013).*
- Donald O. Clifton and James K. Harter, "Investing in Strengths," in Kim S. Cameron, Jane E. Dutton, and Robert E. Quinn, eds., *Positive Organizational Scholarship: Foundations of a New Discipline* (San Francisco: Berrett-Koehler, 2003).
- Olivia Crosby and Drew Liming, "Resumes, applications, and cover letters," *Occupational Outlook Quarterly* (summer 2009).
- Olivia Crosby and Tamara Dillon, "Informational interviewing," *Occupational Outlook Quarterly* (summer 2010).
- Jamie Fedorko, "How to be the perfect intern," in *The Intern Files: How to get, keep, and make the most out of your internship* (New York: Simon & Schuster, 2006).
- Richard Florida, "The creative class" and "The horizontal labor market" in *The Rise of the Creative Class* (New York: Basic Books, 2002).
- Diana Gehlhaus, "What can I do with a liberal arts degree?" *Occupational Outlook Quarterly* (winter 2007-2008).
- Bill Gothard, "Career development theory" in Bill Gothard et al., *Careers Guidance in Context* (Thousand Oaks: Sage Publications, 2001).*
- Kathleen Green, ed., Charting the Projections: 2010-20, special issue of *Occupational Outlook Quarterly* 55:4 (Winter 2011-2012).
- Kathleen Green, ed., The 2010-20 Job Outlook in Brief, special issue of *Occupational Outlook Quarterly* 56:1 (Spring 2012).
- Tabitha L. Grier-Reed and Nicole R. Skaar, "An outcome study of career decision self-efficacy and indecision in an undergraduate constructivist career course," *Career Development Quarterly* 59 (2010).*
- Theodore L. Hayes, "Appendix: A technical report on StrengthsFinder," in Marcus Buckingham and Donald O. Clifton, *Now, Discovery Your Strengths* (New York: The Free Press, 2001).*
- Edwin L. Herr, "Toward the convergence of career theory and practice: Mythology, issues, and possibilities," in Mark L. Savickas and W. Bruce Walsh, eds., *Handbook of Career Counseling Theory and Practice* (Palo Alto: Davies-Black Publishing, 1996).*
- Timothy D. Hodges and Donald O. Clifton, "Strengths-based development in practice," in P. Alex Linley and Stephen Joseph, eds., *Positive Psychology in Practice* (John Wiley & Sons, 2004).
- Timothy D. Hodges and Jim Asplund, "Strengths Development in the Workplace," in P. Alex Linley, Susan Harrington, and Nicola Garcea, eds., *Oxford Handbook of Positive Psychology and Work* (Oxford University Press, 2010).
- James M. Jenks and Brian L. P. Zevnik, "ABCs of job interviewing," *Harvard Business Review* (July-August 1989).
- Edwin W. Koc, "The liberal arts graduate and the college hiring market," *NACE Journal* (November 2010).

- Edwin W. Koc, "Getting noticed, getting hired: Attributes that recruiters seek," *NACE Journal* (November 2011).
- George D. Kuh, Jillian Kinzie, John H. Schuh, and Elizabeth J. Whitt, "Enriching educational experiences," in *Student Success in College: Creating Conditions that Matter* (San Francisco: Jossey-Bass, 2005).
- George D. Kuh, Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, and John C. Hayek, "Student behaviors, activities, and experiences associated with student success," in *Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations* (San Francisco: Wiley, 2007).*
- Robert Kuttner, "The market for labor," in *Everything For Sale: The Virtues and Limits of Markets* (Chicago: Univ. of Chicago Press, 1996).
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* key background reading for TAs and Career Mentors

Useful UW-Madison Web Sites

L&S Career Initiative
http://www.ls.wisc.edu/careerinitiative.html
"The L&S Career Initiative will transform career advising, increase alumni engagement with students, and define and articulate the transferable -- and highly desired -- skills learned in majors, certificates, and courses."

L&S Career Services
http://careers.ls.wisc.edu
"As you begin your journey of self-discovery and prepare for the twenty-first century challenges, the choice of academic major and your path after graduation may feel like the two most important decisions. A Letters & Science education will equip you with the 21st century skills that employers are seeking everyday. Creating your unique L&S path starts with exploration of your interests and skills, selecting courses that expand your academic understanding, and beginning to start your involvement on campus or in the greater community. Letters & Science Career Services staff are available to all L&S students regardless of major or year in school."

INTER-LS 260: Internships in the Liberal Arts & Sciences
http://interlsinternship.pbworks.com
"Half of all college graduates report completing at least one internship during their time as students. This online course provides a way for UW students who have found exciting outside internships to earn academic credit in connection with their work experience. Students will analyze their professional training experiences in the workplace in the context of the goals of a liberal arts and sciences university education, by practicing critical reading, writing, and observation skills. A diverse variety of L&S professors teach this class over the course of the fall, spring, and summer terms."

Cross-College Advising Service
http://www.ccas.wisc.edu
"At CCAS, our role is to help students find the information, self-knowledge, and experiences that will move their lives in the directions they choose. CCAS advisors will not prescribe answers or programs to students. We encourage students to find academic areas that they enjoy and in which they will be successful. Extracurricular experiences are integral to career and academic development, and we encourage students to seek opportunities outside of the classroom. Although students are ultimately responsible for their educational experiences, we believe academic advising is a collaborative process."

Career Exploration Center
http://www.ccas.wisc.edu/careerexplorationcenter/
"Our center is designed to assist students in exploring majors and careers. We help undergraduate students focus on their interests, values, strengths, and personality to give them the tools they need to make decisions about their careers and their futures."

Morgridge Center for Public Service

http://www.morgridge.wisc.edu/

"The Morgridge Center for Public Service connects University of Wisconsin-Madison students and faculty to local and global communities to build partnerships and solve critical issues through service and learning."

Center for Leadership and Involvement

http://www.cfli.wisc.edu/

"The Center for Leadership & Involvement (CfLI) assists students in intentionally connecting with the far ranging opportunities that exist throughout campus, including student organizations, the Greek community and many others."

Student Job Center http://jobcenter.wisc.edu/

"The UW Student Job Center focuses on student employment opportunities. Students seeking work will find part-time openings for both academic year and summer terms posted on our website as well as occasional full-time summer openings. Job opportunities are located at UW-Madison and off-campus in the private and public sectors."

Career Locker

https://wiscareers.wisc.edu/

"The Center on Education and Work, creator and developer of the world class web-based career information system called CareerLocker, is located in the Center for Education and Work (CEW) within the highly ranked School of Education at the University of Wisconsin-Madison. The easy to use, comprehensive website responds to the individual and encourages a self-directed and engaged approach to career development and job-seeking."

BuckyNet

http://careers.ls.wisc.edu/buckynet--students.htm

"BuckyNet is a password-protected software program that connects students and employers. Through BuckyNet, you can find internships and full-time employment opportunities, sign-up for on-campus interviews, learn about employers, and access additional resources such as CareerInsider and GoingGlobal. BuckyNet allows you to post resumes and is another formal way of getting your name in front of a potential employer. Employers regularly use BuckyNet to post opportunities that are easily accessible to any L&S student. Upcoming events are posted on BuckyNet, keeping you up to date on all career fairs, information sessions, interviews and career workshops."

International Internship Program

http://internships.international.wisc.edu

"To succeed in a global marketplace, it is no longer enough for students to travel and study overseas. Students must be afforded the opportunities to develop the skills, knowledge, and attitudes that will allow them to navigate in work environments that contend with globalization, outsourcing, and emerging technologies. At IIP, we believe International Internships —structured work placements related to students' academic studies—are a great way to help students learn and meet the new demands placed upon them when they enter the globalized work world."

Study Abroad

https://www.studyabroad.wisc.edu

"A variety of program options—over 200 programs in more than 60 countries—have been developed to address the diverse needs of students. Programs vary in length, level, academic focus, teaching format, language requirements, cost and degree of independence demanded of the participant. Each program is expected to meet the University's high academic standards and to integrate with the on-campus curriculum. Currently, 1,300 students study abroad each year through our office, and around 150 students from our partner institutions abroad come to UW-Madison through exchange partnerships."

Wisconsin Alumni Association

http://www.uwalumni.com/benefits-services/career-resources/

"Tap into the power of the global Wisconsin alumni network--more than 400,000 strong. No matter where you are in your professional life, WAA's Badger Career Network brings you networks and opportunities to match your interests."

Wisconsin Alumni LinkedIn Group

https://www.linkedin.com/groups?gid=40224

"Because you're not just alumni. You're Wisconsin alumni. Join the official LinkedIn group of the Wisconsin Alumni Association and connect with UW-Madison and your fellow Badger alumni."

Ogg Hall Career Kickstart

http://www.housing.wisc.edu/careerkickstart

"Live your passion by connecting your values, interests and skills to take charge of your Academic Plan and Wisconsin Experience to launch your career! Beginning in 2015-16, Ogg Residence Hall will offer a new Career Kickstart program and will be exclusive to non-freshmen."

Useful Outside Web Sites

Idealist

http://www.idealist.org

"Our mission is to close the gap between intention and action by connecting people, organizations, ideas, and resources."

CareerBuilder

http://www.careerbuilder.com

"CareerBuilder has the largest online job site in the U.S."

Monster

http://www.monster.com

"Monster is a global online employment solution for people seeking jobs and the employers who need great people."

USAJobs

https://www.usajobs.gov

"USAJOBS.gov is a free web-based job board enabling federal job seekers access to thousands of job opportunities across hundreds of federal agencies and organizations, allowing agencies to meet their legal obligation (5 USC 3327 and 5 USC 3330) of providing public notice for federal employment opportunities."

AmericanJobCenter

http://jobcenter.usa.gov

"Connecting Americans to online resources from across the federal government, nearly 3,000 brick-and-mortar American Job Centers, and hundreds of local training programs and job resources funded through federal grants, the proud partners of the American Job Center Network provide an easily-identifiable source for the help and services individuals and businesses need."

O*NET Resource Center

http://www.onetcenter.org

"The O*NET program provides comprehensive occupational descriptions and data for use by job seekers, workforce development offices, human resources professionals, students, researchers, and others."

Job-Hunt.org

http://www.job-hunt.org

"The purpose of the Job-Hunt.Org Web site is to provide the most comprehensive listing of employer recruiting page links, the best Internet-accessible legitimate job-search resources and services on the Web, and the best and most up-to-date advice from genuine job search and career experts. From the beginning in 1998, the focus is on avoiding scams and protecting job seeker privacy."

Riley Guide

http://www.rileyguide.com

"The Web's premier gateway for job search, career exploration and school information, since 1994."

Quintessential Careers

http://www.quintcareers.com/career_exploration.html

"Now in our 19th year and with more than 5,500 pages of career and job-hunting content, your job search starts here!"

PayScale

http://www.payscale.com/

"PayScale links individuals and businesses to the largest salary profile database in the world."

Interfolio

https://www.interfolio.com

(Primarily for academic job-seeking.) "Store and manage all of your job, fellowship, and promotion documents in one place. Letters of recommendation remain confidential, but you

control where they go and when they get there. Calm the chaos."