



ED POL 202: Careers in Education: Theory, Research, and Practice
Syllabus Fall 2024

Department of Educational Policy Studies, School of Education
 University of Wisconsin-Madison

Course Information

Credits: 3.00 Credits

Course Designations and Attributes: Gen Ed - Communication Part B

Course Description:

Explores the meaning, value, and potential of an education/social sciences major for a variety of education-related careers in the contemporary workplace. Includes a review of theories of the relationships among education, work, skills and society, analyses of contextual forces shaping education and the labor market (the Covid-19 pandemic, inequality and racism, and climate change), individual and collaborative assignments focused on developing key competencies (e.g., oral and written communication, critical thinking), and hands-on activities to provide practical tools for succeeding in college and the 21st century workplace (e.g., writing a cover letter, conducting literature reviews).

Requisites: Satisfied Communications A requirement

Meeting Time and Location: Tuesday & Thursday (75 min) 8:00 am – 9:15 am, Education Building L155

Instructional Modality: In-person

Instructor Contact Info: Kyoungjin Jang-Tucci, Lecturer (SA)/Ph.D. Candidate, Department of Educational Policy Studies

Email: kjang26@wisc.edu

Office Hours: By appointment, schedule through the following link:

<https://calendly.com/kjangtucci/eps202> or email directly to the instructor.

Dates of Course: 9/4/2024 – 12/11/2024

Course Learning Outcomes

Topical Goals on the Nature of Education and Work

- Understand basic concepts of career development theory and apply them to the analysis of an education-related occupation and your own academic and career goals;
- Understand, evaluate, and communicate social science concepts about the nature of work in contemporary society, with respect to the role of educational credentials, skills, and salient contextual forces; and,

- Become conversant with the academic writing genre of literature reviews by conducting a review on how two forces impacting society and education are impacting your chosen field or an education-related occupation.

Career Development Related Goals

- Learn about future prospects and actual daily work for three common occupations in education and related fields – teaching, administration or management, and research;
- Clarify career goals and ambitions through analysis of the labor market in a particular field, consideration of key skills and interests that define you as a person and potential hire, and conversations with adults regarding their own work experiences; and,
- Understanding the key steps in the job-search process, and being establishing a strategy for finding an internship or a professional job.

Communication Skills Related Goals

- Develop and sharpen skills in conducting technical academic research and writing that includes collecting and summarizing information, preparing outlines, and writing and revising an academic research paper;
- Understand that writing is a process comprised of invention, composition, and revision, and being to develop mastery of these steps;
- Understand and practice key components of an important writing genre – the academic literature review; and,
- Develop and sharpen oral communication skills via discussions (in-person and online) and a summative poster presentation.

How Credit Hours are Met by the Course

This class meets for two, 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 3 hours out of the classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Course Overview

In this course you will explore three distinct yet interconnected topics related to careers in education:

1. The course includes a review of theoretical perspectives on career development and subsequent implications for your career aspirations in 2024.
2. The course involves an examination of the types of careers available in education and related professions, and the skills required to succeed in these fields.
3. We will review the role of critical contextual forces in the 2020s onward (e.g., the COVID-19 pandemic, emergence of artificial intelligence, and climate change) on careers in general and education-related professions in particular.

Throughout the entire course there will also be a strong emphasis on writing with a focus on mastery of the academic essay genre, oral communication skills, and job-seeking skills (e.g., resume writing).

Taken together, these topical foci and emphases on career readiness skills should provide you with theoretical and practical tools for understanding the nature of the educational labor market and how to thrive in it during a period of uncertainty.

This course, which fulfills a Comm-B requirement, offers a structured learning opportunity for students to develop knowledge about the relationships among education, work, skills and society, the types of careers available for education and social sciences major, and the strategies required to succeed in their own career plans. The course places discussions of careers and skills development within the broader context of societal, economic, technological, and ecological changes that are shaping the nature of work and career opportunities in the early 21st century. Specifically, students will examine the ways that four forces (COVID-19, advancement of artificial intelligence, climate change, and changing regulations and norms regarding labor) may be impacting the field of education in general and careers in education specifically. Students will also engage in individual and collaborative assignments that sharpen two of the most important skills for job-seekers and citizens in a democratic society – communication and critical thinking – while also investigating their own career interests and developing tools (e.g., writing resumes, professional presentations) to succeed in their chosen professions.

How Does This Course Work? Structure of the Course

Weekly Structure of the Course

The weekly structure of the course is outlined in the table below:

Day(s) of a Week	Main Activities for the Course	Notes
Saturday - Monday	<ul style="list-style-type: none"> Read assigned materials and complete weekly pre-class activity by 11:59 PM Monday 	<ul style="list-style-type: none"> All readings and pre-class activities should be done before the first class (Tuesday) of the week. All reading materials and prompts will be available on Canvas. Assignments might take longer than a couple of hours – I recommend planning ahead and start before Monday.
Tuesday	<ul style="list-style-type: none"> Attend and participate in the class (8:00 am – 9:15 am) 	
Wednesday	<ul style="list-style-type: none"> Review course readings & work on assignments 	
Thursday	<ul style="list-style-type: none"> Attend and participate in the class (8:00 am – 9:15 am) 	
Friday	<ul style="list-style-type: none"> Submit weekly writing assignment by 11:59 PM Friday 	<ul style="list-style-type: none"> All writing assignment prompts will be available on Canvas. Assignments might take longer than a couple of hours – I recommend planning ahead and start before Friday.

Details about the Main Activities for the Course

A. Readings and Pre-Class Activities

Each week before Tuesday meetings, you will do some independent reading and analysis on your own, followed by a pre-class activity which is mostly an analytic writing assignment via the Canvas discussion board. These assignments will be clearly spelled out in Canvas and will include instructions, reading materials, prompts for writing, and supplementary materials (e.g., videos, website links). The readings will be available as online files, either through downloadable links or external links to the material. After reading and annotating each paper or report, you will be prompted to post some reflections in the Canvas discussion portal. **All of your pre-class activities should be completed by 11:59 pm on Monday.**

B. Class Meetings

Each Tuesday and Thursday at the refreshing hour of 8:00 am, we will gather in-person in Educational Building L155 for a combination of lecture and discussion. Be prepared to take notes, participate in individual or group activities. In-class group activities will vary from two-person conversations to small group research activities and whole class discussions. Each class meeting will focus on the readings and engage the pre-class activities you submitted before class.

In-class activities may involve using laptops or computer devices, and sometimes we will be intentionally away from our personal devices for effectively engaging in activities. I will let you know in advance in case we need the devices. Please see page 15 for available resources for renting laptops without fees. If you cannot use any of the resources, contact the instructor at least a day before the class.

In general, each class meeting will start with greetings and a brief discussion about a recent job post in the education field and/or tips on how to use AI for enhancing your communication skills. Students are invited to lead one of these briefings. Then, we will cover main class topics through lecture and individual/group activities. Each class will end with a 5-minute period for exit ticket writing, and the submission for exit ticket will be counted as attendance. Some class meetings will include guest lectures. See pages 5-7 for details on job post/AI usage briefing and exit tickets.

C. Writing Assignments

Each week you will have a short career- or writing-related assignment that will be **due at 11:59 pm most every Friday**. Many of these assignments will focus on career development topics such as preparing an elevator speech or polishing your online professional presence, but some will focus on writing skills and approaches. Many of these assignments will help you work step-by-step through the final paper and poster assignments. Please see page 15 for information about available resources for writing assignments.

Course Website and Digital Instructional Tools

- Link to Canvas webpage: <https://canvas.wisc.edu/courses/427886>
- We will use Google Drive and Top Hat for some activities. There will be several introductory activities during the class. Links to access these websites will be provided on the course Canvas page.

Required Textbook, Software and Other Course Materials

- All required reading materials will be available on the course Canvas page.

Assignments, Graded Work, & Evaluation

There are six types of assignments in this course that will count towards your final grade (a total of 100 points), and that will determine the quality of your learning in the course: (1) Pre-class activities, (2) Writing assignments, (3) Exit tickets, (4) Student-led presentations, (5) Final paper which is one academic research paper, and (5) One research poster and presentation of it. Make-up activities or assignments for classes missed are expected and are to be arranged with the instructor on an individual basis.

1. Pre-Class Activities (Weekly): 13 points = 1 point X 13 assignments

Each week you will be expected to closely read all assigned readings, and participate in one or two pre-class activities. Examples of pre-class activities include (but are not limited to):

- Summarizing and critiquing the reading materials
- Post some reflections to the Canvas discussion board
- Find information that extends the reading and sharing on the Canvas board
- Interact with GAI on the class subject and share the conversation record

Instructions for each week's pre-class activities will be provided on Canvas.

There will be 13 pre-class activities (Weeks 2–14) and completing each activity will earn 1 point.

Partial completion will earn 0.5 point. There will be a check list in the instructions so if you can keep track of if you completed all required activities. No submission will be evaluated as 0 point.

You will have three late passes for pre-class activities. See Late Policy (page 13) for more information.

2. Writing Assignments (Weekly): 15 points = 1.5 points X 10 assignments

Each Friday you'll be expected to turn in a short piece of writing that focuses either on a research-specific skill or some aspect of your own career development. Specific guidance for each assignment is available in Canvas, and details for each assignment are briefly outlined in the weekly calendar below.

There will be about 10 assignments. Completing each activity will earn 1.5 points. Partial completion will earn a point between 0.5 and 1.4, depending on grading criteria. There will be a check list in the instructions so you can keep track of if your writing assignments meet the grading criteria. No submission will be evaluated as 0 point.

You will have three late passes for writing assignments. See Late Policy (page 13) for more information.

3. Exit Tickets (In-class, Class attendance-equivalent): 10 points = 0.5 points X 20 assignments

At the end of each class period in Weeks 2-14, you will be given about 5 minutes to complete an exit ticket. Exit tickets are brief, informal writing tasks that help students reflect on the subjects covered in the course.

There will be about 22-23 exit tickets and completing and submitting each will automatically earn full points (0.5 point). You can earn a maximum of 10 points for this part (this means you can safely miss 2-3 exit tickets).

Exit tickets are substitutes for attendance checks, so submitting exit tickets will only be allowed during the class; no late submissions will be allowed.

4. Student-Led Presentations (Once during semester) - 7 points

Each student is expected to engage in one of the following public speaking activities (either a or b). In Week 2, the instructor will explain what each option entails and present example presentations. Then, each student will choose the activity they want to engage in and the date to present.

a. 5-minute briefing 1: Jobs in education field

Students will find a job posting related to education and brief the content to the class. Required components of the presentation include the following:

- Presenter's name
- Job title, organization title, location
- Expected salary, 'perks' (non-financial compensation such as health insurance, paid-time-off, retirement preparation (401(k)), etc.), and other information about working conditions
- Credentials and skills required and preferred
- Why you chose this job posting; brief thoughts about the job posting

The presented job title should not overlap with previous presentations in class (e.g., if the instructor or other students already presented a job posting about secondary school teacher, you should present something other than secondary school teacher.).

b. 5-minute briefing 2: Using AI in communication

Students will share new AI tools or less-known ways of using AI to enhance their writing and oral communication abilities. Required components of the presentation include the following:

- Presenter's name
- Name of the AI tool
- Use cases and specific benefits for written/oral communication
- Limitations
- Why you chose this tool/way of using the tool, brief thoughts about the tool and use case

The presented tool or use case should not overlap with previous presentations in class (e.g., if the instructor or other students already presented how to use Copilot to create PowerPoints based on a manuscript, you should present something other than this specific subject).

Consider this assignment as a low-risk public speaking practice. If you show up, present on the promised date, and your presentation meets the requirements (the bullet points above), you will get full points. Not covering all required components will result in 1 point deduction, and overlapping with previous subjects will result in 1 point deduction. Not presenting during the semester or no show without consulting with instructor will result in 0 point.

There is no late pass for this assignment. If you cannot make it for the signed-up date, email the instructor as soon as possible.

5. Final Paper – Academic Literature Review (35 points)

The main writing project for this course is in one of the most important genres of writing in academic settings – the literature review. The assignment will include a step-wise process where you'll be taught the different steps in preparing, writing, and revising a literature review. These steps are part of the weekly writing assignments and include: doing library research and writing a literature review, preparing research questions and topics, preparing an outline, writing introduction and discussion sections, and how to revise your own writing.

The research questions (and corresponding literature) for this assignment is up to you, but it needs to be:

- a. An area that has sufficient published research literature for a substantial review,
- b. Address a specific career or occupational area, and
- c. Accounts for one (or more) of the contextual forces being discussed in the course

Details and examples of this assignment will be covered in class meetings.

The grading rubric for this assignment is:

Organization and Structure (3 points)

Includes a section for each of the following:

- Title, Name, Affiliation (0.5 point)
- Introduction to the article (0.5 point)
- Methods of collecting and analyzing literature (0.5 point)
- Findings of the literature review (0.5 point)
- Discussion based on the findings (0.5 point)
- References (0.5 point)

Data (3 points)

- Used at least 10 scholarly papers for the review (2 points)
- Cited all referenced articles in the text (1 point)

Content (20 points)

- Includes the title of the essay that summarizes the content succinctly (1 point)
- Introduction-equivalent section addresses the following (4 points):
 - An overview of the subject being discussed (e.g., history, current status, etc.) (1 point)
 - Significance of the essay topic (why the topic is important) (1 point)
 - Why the topic of the essay requires a review of the literature (1 point)
 - How the essay is structured or organized (1 point)
- Methods-equivalent section addresses the following (2 points):
 - How you searched for and collected the literature to review (1 point)
 - How you analyzed and synthesized the literature you selected (1 point)
- Findings-equivalent section addresses the following (7 points):
 - An overview of the main findings (syntheses) and explanations of how you organized the findings (1 point)
 - Explanations for each main finding (synthesis) of the literature review (3 points)
 - How the literature you reviewed connects to the main findings (3 points)

- Discussion-equivalent section addresses the following (4 points):
 - A brief summary of the main findings and the overarching significance of the literature review conducted in the essay (1 point)
 - How the findings of the literature review can inform future research, policy, and/or practice related to the subject (3 points)
- References section includes (2 points):
 - Correct citation information adhering to one of the citation styles (e.g., APA, MLA, AMA, Chicago, etc.) (1 point)
 - URLs for each work (1 point)

Writing – Logic, Style, and Mechanics (9 points)

- Each main finding is well supported and developed with evidence from the literature (3 points)
- Absence of unsupported generalizations (1 point)
- Correct in-text citations adhering to one citation style, consistent with the reference list (e.g., APA, MLA, AMA, ASA, Chicago, etc.) (1 point)
- Solid grammar (e.g., agreement, parallel construction, no sentence fragments) (1 point)
- Variety in sentence structure and vocabulary (1 point)
- Concision (1 point)
- Length between 13 and 15 pages (excluding the reference list), double-spaced, 12-point Times New Roman font, 1” margins on all sides (1 point)

Originality and Flow (Extra 3 Points)

- The essay addresses ideas or evidence not discussed much in class (1 point)
- Overall writing and flow is logical and coherent (2 points)

Adherence to the Assignment Scope (0 points; -3 points if not satisfied)

The research questions (and corresponding literature) address the following:

- An area with sufficient published research literature for a substantial review (1 point)
- A specific career or occupational area (1 point)
- One (or more) of the career development subjects discussed in the course (1 point)

Note that the key elements of a good academic essay from Harvey (2009) are embedded in this rubric. Submitted papers should be at least 13 pages-long and should not exceed 15 pages.

Paper and writing guidelines

The final paper should follow the guidelines below. Points will be deducted for papers that do not conform to the following:

- Double-space
- Use 12-point Times New Roman font
- Top and bottom margins should be 1”
- Left and right margins should be 1”
- Always use page numbers
- Always put your name, date, and course number on the front page of the paper

- You may print on the front and back of the page
- All references should have hyperlinks to the source material or information about the source material. Consult with me if you cannot find any hyperlinks related to the reference.
- For citation style to document your sources, refer to the American Psychological Association (APA7) style guide for how to list author, title, publisher, date, and other details about the source you are using.

You will have two late passes for final paper submission. See Late Policy (page 13) for more information.

6. Poster Submission & Presentation (20 points)

The final assignment in the course will be to convert your research paper into a 36" X 48" poster, which is a very common thing to do at academic and professional conferences – distill a longer paper into a visually appealing poster. After preparing the text for the poster, doing the design and layout (in software like Power Point or Keynote), you'll then print the poster at College Library on campus. Then, on the last day of class, we'll have a poster fair in the lobby of the School of Education where we'll invite loads of people, and you'll stand by your poster and be prepared to give a short speech about your work. This will be excellent practice for oral communication and public speaking, and an opportunity to develop some graphic design and data visualization skills as you convert your written paper into a more concise and visually engaging poster.

Costs will be covered for printing the poster, and I'll provide a funding string/payment number later in the semester for you to use. More information is here about printing:

<https://www.library.wisc.edu/locations/printing/poster-printing/>

After the poster is printed, you'll be responsible for getting poster board and mounting the poster to a thin board (use glue sparingly or tape). You'll then prop your mounted poster on an easel in the School of Education lobby.

Important Deadlines

See Late Policy (page 13) if you need more time.

Weekly Pre-Class Activities

Every week by 11:59 pm CT Monday (Check Canvas for instructions)

Assignments and Deadlines

Code	Assignment	Deadline
Writing 1	Elevator speech – text and film	Fri 9/13, 11:59 PM
Writing 2	Summarize 3 papers you found from library search	Fri 9/20, 11:59 PM
Writing 3	Summarize career development theory and synthesize papers	Fri 9/27, 11:59 PM
Writing 4	Tentative title for your final paper, with 1 paragraph (minimum 5 sentences) explanation on the topic and research questions	Fri 10/4, 11:59 PM
Writing 5	A list of at least 5 academic articles for your literature review, with 3-sentence summary of each and 3-5 sentences synthesizing all five articles.	Fri 10/11, 11:59 PM

Writing 6	Outline of your paper and write at least two paragraphs (min. 10 sentences) of introduction and problem statements - With a reference list of at least 5 academic articles you plan to review	Fri 10/18, 11:59 PM
Final Paper 1	Provide first draft of paper to classmate for peer review	Fri 10/25, 11:59 PM
Final Paper 2	Provide feedback to classmates on first draft	Fri 11/1, 11:59 PM
Writing 7	Submit your resume and a cover letter with a job/internship/scholarship / fellowship post or call that your cover letter is addressing	Fri 11/9, 11:59 PM
Final Paper 3	First revised draft to instructor	Fri 11/15, 11:59 PM
Writing 8	Ask AI to critique your paper (or a part of it) and submit the conversation. Add at least one paragraph (min. 5 sentences) your own critique on AI's critique.	Fri 11/22, 11:59 PM
Final Paper 4	Final draft to instructor	Fri 11/22, 11:59 PM
Writing 9	Interview report of career trajectory	Mon 12/2, 11:59 PM
Poster 1	First draft of poster	Wed 12/4, 11:59 PM
Writing 10	Course reflections	Fri 12/6, 11:59 PM
Poster 2	Poster presentation (in lobby of SoE)	Tue 12/10, 8:00 AM

Grading Scale

X is your score; in points.

A: $93 \leq X$.

AB: $85 \leq X < 93$.

B: $80 \leq X < 85$.

BC: $75 \leq X < 80$.

C: $65 \leq X < 75$.

D: $60 \leq X < 65$.

F: $X < 60$

Academic Policies and Statements

Academic Calendar & Religious Observances

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action.

Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Course Evaluations

UW-Madison students have the opportunity to evaluate the courses they are enrolled in and their learning experiences through course evaluations. Most instructors use a [digital course evaluation tool](#). In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Mental Health and Well-Being Statement

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Students' Rules, Rights & Responsibilities

See this page for more information:

<https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View the university's full [teaching and learning data transparency statement](#).

Email Policy

I will attempt to respond to all weekday emails within 24 hours; however I may take up to 48 hours to respond emails. Please feel free to remind me if I haven't gotten back to you in two workdays. I will not respond to emails over the weekend or public holidays. I may not respond to a question if the answer can be found in the syllabus or on Canvas. To ensure a response, please do not send last minute emails.

Attendance Policy

This class takes attendance. You may request excused absences if you are experiencing emergencies including those related to physical and mental well-being as well as financial security. If you want to ask for an excused absence, please contact me directly through my email (kjang26@wisc.edu).

Late Policy

Timely submission is still important for your success at this course. Please always use cloud services (e.g. Google Drive, Dropbox, or Box) to back up all your work.

You will have three late passes for pre-class activities, three late passes for weekly writing assignments, and two late passes for your final paper. There is no late pass for poster presentation as the presentation will take place on a certain date and certain time. A late pass will give you an additional 48 hours to submit your work without penalty.

There will be a late pass submission menu on Canvas – submit your request through this menu before the deadline. Your request is automatically approved as long as you have late passes remaining.

Please do not email me for requesting a late pass - a late pass request sent through email will not be accepted.

Assignments submitted late without using a late pass will have 10% deducted from the full point per week. For example, if it is a 10-point assignment, the maximum point that a late submission without a late pass can receive will be 9 points if submitted within a week after the deadline.

Use of AI Tools

This course will actively engage AI tools in class activities and will teach you how to effectively and responsibly use AI tools for your academic work and career development. Students are encouraged to use AI for their work when beneficial, within the limit of academic integrity and ethics. We will discuss in detail the limitations of AI usage in assignments in class.

In general, this class will not regulate how students can use AI. However, there are two important principles that should be kept when using AI, and three main areas of AI usage (i.e., creating text or other contents, finding information and resources, and proofreading & editing) that have more specific guidelines. Please read below carefully:

Principle 1: Your submissions are your responsibility.

This simply means that, any violations of academic integrity detected from your submissions (e.g., plagiarism, copyright violation – see “Academic Integrity Policy” above) will be considered your misconduct – not AI’s – and will be evaluated accordingly. Text and other content generated by AI may contain content that are incompliant with academic integrity principles (we will learn more about this in class!). It is ultimately the responsibility of the user – you if you’re using AI – to check if the generated content is compliant with the course policy and within the ethical boundaries.

Principle 2: Do not use AI when specifically asked not to, and be transparent when using it.

As mentioned above, I will not regulate how you may use AI for most class activities including assignments. However, there will be assignments that are specifically designed to develop your own writing skills, and I will ask you not to use AI for these assignments. Please do not use AI in these specific cases for your own learning and development.

When you use AI, please be transparent when asked! We will talk a lot about how you used AI and how we can make better AI practices, and your transparency will be helpful for you and all classmates to learn. Don't hesitate to consult with me if you're not sure about how you are using AI complies with academic standards.

Class Norms for Using AI for Course Activities and Assignments: We will discuss and agree on class norms during the class.

Citations and Sourcing

Use APA style citation structure. Instructions and examples can be found at the following website: <https://researchguides.library.wisc.edu/citing>. You are also encouraged to use citation managers like Mendeley, Zotero, SciWheel, EndNote, and so on.

There will be specific requirements on the minimum number of academic sources included in your assignments. Wikipedia, blog posts, posts on personal websites, social media content (e.g., Reddit, Twitter/X, LinkedIn) or other similar websites are NOT academic sources. We will discuss this subject in class. Consult with me if you're not sure whether the sources you're using are academic sources or not.

Resources Available for Your Successful Engagement in This Course

UW-Madison and the School of Education have a variety of dedicated professionals and services to support your academic journey. Please read through the information below and make sure you receive adequate support beneficial for you. If you're not sure where to reach out, please feel free to consult with me.

1. Academic support

- **Your instructor (me!).** My email is listed right at the top of this syllabus – please email me if you need help.
- **Your academic advisor.** Your academic advisor can help you on how to manage your coursework and go through your academic program.
- **Career advisors and counselors.** Career advisors at the [School of Education Career Center](#) are ready to help you with any career development questions or concerns, even after this course ends.
- **Writing Center.** UW-Madison Writing Center is an excellent resource for any writing questions, advice, or critiques you'd like about your writing. The center provides a variety of modes - in-person, online, real-time, and asynchronous – and can give you helpful feedback for your writing assignments. As it tends to get more difficult to secure a session with the center at the end of semester, plan ahead and check their availability in advance.
- **UW-Madison Library.** Librarians at the UW-Madison are experts that can help you advice how to search for information and academic resources (See [Ask a Librarian](#) for more information). Their help can be greatly useful when you are preparing your final paper and poster presentation. There are other helpful resources like [this webpage](#) that teach you how to use the library effectively.

- **Accommodations and Resources for Students with Disability/-ies.** See [McBurney Disability Resource Center website](#) for more information.

2. Mental, physical, and emotional health support

- [University Recreation and Wellbeing.](#)
- [University Health Services: Medical Services.](#) University Health Services offers high-quality medical care to all UW–Madison students. Most fee-based services at UHS are covered at no cost for members of the UW–Madison Student Health Insurance Plan (SHIP).
- [University Health Services: Mental Health Services.](#) Individual, group counseling, 24/7 crisis support, and other mental health resources are available, mostly at no cost.

3. Financial and material support

- **Computer Devices.** As UW-Madison students, you can rent laptops and tablet PCs for free from UW-Madison libraries ([Link](#)). If there's no device available at the library and you need one for this class, please reach out to me.
- [Dean of Student Office: Crisis Loans](#)
- [Office of Student Financial Aid](#)
- [The Open Seat – UW Student Food Pantry](#) The Open Seat is the only student-led food pantry on campus that supplies any self-identified food insecure UW-Madison students with free nutritious and healthy produce, dairy, canned, and hygiene products.
- [Student Jobs.](#)

Weekly Class Course Plan

Week 1 (Week of September 2-6): Introduction to course

Learning Goals

- Understand the purpose and uses of academic essays and literature reviews, and the variety of career trajectories in education.
- Set personal goals for this course and understand the expectations of this course

Reading

- This syllabus! Please read it carefully and bring any questions you may have.

Assignments

- Pre-Class Activity: None
- Weekly Writing Assignments: None

Notes on Class Meeting(s)

- Thursday (Sep 5): Bring your laptop or smartphone device. There will be introduction to some tools we will use (e.g., Top Hat) and you will be invited to take a short survey.

Week 2 (Week of September 9-13): Careers in the field of education & Principles of written and oral communications

Learning Goals

- Understand the variety of career trajectories in education and common examples
- Understand basics of written and oral communication

Reading

- Most in-demand education careers (Best Colleges):
<https://www.bestcolleges.com/education/most-in-demand-education-careers/>
- What can I do with a teaching degree (besides teach) (All Education Schools):
<https://www.alleducationschools.com/blog/what-can-i-do-with-a-teaching-degree-besides-teach/>
- Harvey, G. (2009). A brief guide to the elements of the academic essay. Harvard College Writing Program.
https://writingproject.fas.harvard.edu/files/hwp/files/hwp_brief_guides_elements.pdf

Assignments

- Pre-Class Activity 1 (Due 11:59 PM, Monday 9/9): Reflections on Harvey (2009).
- Weekly Writing Assignment 1 (Due 11:59 PM, Friday 9/13): Elevator speech

Week 3 (Week of September 16-20): Introduction to career choice and development theories I & Searching, collecting, and reading literature I

Learning Goals

- Understand definitions of "career" and learn a brief history of career choice & development theories
- Know how to identify key ideas from academic writings and how to use traditional methods of literature search (library, online repositories)

Reading

- Bierema, L. L. (2024). Introducing *Rethinking Adult Career Development*. In *Rethinking Adult Career Development*. Edgar. (pp. 1-19). <https://doi.org/10.4337/9781035309139.00007>
- Pryor, R., & Bright, J. (2011). Complexity, uncertainty and career development theory. In *The Chaos Theory of Careers: A New Perspective on Working in the Twenty-First Century* (pp. 13-23). Routledge.
- Purdue University Online Writing Lab (OWL) (n.d.). Writing a literature review.
https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html
- Purdue University Online Writing Lab (OWL) (n.d.). Types of sources.
https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/sources.html

Assignments

- Pre-Class Activity 2 (Due 11:59 PM, Monday 9/16): Submit a discussion post on Bierema (2024) and Pryor & Bright (2011).
- Weekly Writing Assignment 2 (Due 11:59 PM, Friday 9/20): Summarize 3 papers you found from library search

Week 4 (Week of September 23-27): Introduction to career choice and development theories II & Searching, collecting, and reading literature II

Learning Goals

- Understand Social Cognitive Career Theory (SCCT) and sociological perspectives
- Know how to compare multiple articles, critique the papers, and synthesize them, and how to use emerging methods of literature search (AI-powered tools)

Reading

- Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology*, 60(4), 557-568. <http://dx.doi.org/10.1037/a0033446>
- Hodkinson, P. (2009). Understanding career decisionmaking and progression: Careership revisited: The fifth John Killeen memorial lecture, October 2008. *Journal of the National Institute for Career Education and Counselling*, 21(1), 4-17. <https://doi.org/10.20856/jnicec.2102>
- Purdue University Online Writing Lab (OWL) (n.d.). Synthesizing sources. https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/synthesizing_sources.html

Assignments

- Pre-Class Activity 3 (Due 11:59 PM, Monday 9/23): Discussion on Canvas, on SCCT model and careership model
- Weekly Writing Assignment 3 (Due 11:59 PM, Friday 9/27): Summarize career development theory and synthesize papers

Week 5 (Week of September 30 - October 4): Careers in education I: Teaching professions & Writing I: Shaping essay topics and questions

Learning Goals

- Understand the expertise and preparation required for becoming K-12 teachers and current issues in the field
- Learn how to brainstorm essay topics and narrow down to one specific topic for an essay

Reading

- Grossman, P. (2020). Making the complex work of teaching visible. *Phi Delta Kappan*, 101(6), 8-13. <https://doi.org/10.1177/0031721720909580>
- Lin, L., Parker, K., & Horowitz, J. M. (2024). What's it like to be a teacher in America today? Pew Research Center. <https://www.pewresearch.org/social-trends/2024/04/04/whats-it-like-to-be-a-teacher-in-america-today>
- Booth, W.C. et al. (2016). Chapter 3: From topics to questions (pp. 35-49). In *The craft of research* (3rd Ed.). University of Chicago Press. <https://press.uchicago.edu/ucp/books/book/chicago/C/bo23521678>

Assignments

- Pre-Class Activity 4 (Due 11:59 PM, Monday 9/30): Reflections on Grossman (2020) and Lin et al. (2024).
- Weekly Writing Assignment 4 (Due 11:59 PM, Friday 10/4): Tentative title for your final paper, with 1 paragraph explanation on the topic and research questions

Week 6 (Week of October 7-11): Careers in education II: Admin, management, and student advising & Writing II: Searching, collecting, and reading literature for essay writing

Learning Goals

- Learn non-teaching career options in education
- Conduct literature review search and analysis for your own paper

Reading

- Heubeck, E. (June 22, 2021). Thinking of becoming an administrator? First, consider these 4 things. Education Week. <https://www.edweek.org/jobs/thinking-of-becoming-an-administrator-first-consider-these-4-things/2021/06>
- McDonald, D.A. (May 20, 2018). Academic careers you may not have considered. Inside Higher Ed. <https://www.insidehighered.com/advice/2018/05/21/suggestions-alt-ac-careers-may-be-overlooked-opinion>

Assignments

- Pre-Class Activity 5 (Due 11:59 PM, Monday 10/7): Chat with AI on the class subject & share
- Weekly Writing Assignment 5 (Due 11:59 PM, Friday 10/11): A list of at least 7 academic articles for your literature review, with a summary of each and a paragraph synthesizing all seven articles.

Week 7 (Week of October 14-18): Careers in education III: Research, policy, consulting, non-profit, & international aid & Writing III: Developing outlines and writing first drafts

Learning Goals

- Learn research-oriented education career options and career options in non-profit and international aid sectors
- Learn how to develop an outline for an essay and write first draft

Reading

- Choose one career category from the following website, and read at least three job postings in the category. Choose one job posting and prepare to share the summary with your classmates:
 - UNESCO. (n.d.). Working together: Career categories. <https://careers.unesco.org/>
- Booth, W.C. et al. (2016). Chapter 16. Introductions and conclusions (pp. 232-248). In The craft of research (3rd Ed.). University of Chicago Press. <https://press.uchicago.edu/ucp/books/book/chicago/C/bo23521678>

Assignments

- Pre-Class Activity 6 (Due 11:59 PM, Monday 10/14): Post your summary of your UNESCO (n.d.) part, with descriptions on why you chose the job post, and reflections on how this post informs your career preparation. Rough draft your introduction using Booth et al. (2016) as a guide.
- Weekly Writing Assignment 6 (Due 11:59 PM, Friday 10/18): Outline of your paper and write introduction. Include a reference list of at least 10 academic articles you plan to review, and make sure they meet the grading criteria.

Week 8 (Week of October 21-25): One-on-one learning: Writing meetings with instructor

Learning Goals

- Work on the first draft of your essay (final paper)

Reading

- None

Assignments

- Pre-Class Activity 7 (Due 11:59 PM, Monday 10/21): Post at least 3 questions to instructor on writing and/or your final paper.
- Weekly Writing Assignment: None
- Final Paper Writing Assignment 1A (Due 11:59 PM, Friday 10/25): Provide first draft of paper to classmate for peer review

Week 9 (Week of October 28 – November 1): Contexts of careers in education I: Impact of COVID-19 pandemic & Writing IV: Giving Feedback and revising manuscripts

Learning Goals

- Understand the impact of COVID-19 pandemic on work in the field of education
- Understand how to give constructive feedback for writing and practice it

Reading

- University of Colorado Boulder. (n.d.). Rose, bud, thorn.
<https://www.colorado.edu/researchinnovation/rose-bud-thorn>
- You will choose one to read from below during Week 8 class. Prepare to share the summary with your classmates.:
 - Hargreaves, A., & Fullan, M. (2020). Professional capital after the pandemic: revisiting and revising classic understandings of teachers' work. *Journal of Professional Capital and Community*, 5(3-4), 327-336. <https://doi.org/10.1108/JPC-06-2020-0039>
 - McCarthy, C. J., Blaydes, M., Weppner, C.H., & Lambert, R.G. (2022). Teacher stress and Covid-19: Where do we go from here? *Phi Delta Kappan*, 104(1), 12-17. <https://doi.org/10.1177/00317217221123643>
 - U.S. Department of Education (2021). *Education in a pandemic: The disparate impacts of Covid-19 on America's students*. U.S. Department of Education Office for Civil Rights. (Read pp. 1-30).
<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>
 - Kane, T. & Reardon, S. (May 11, 2023). Parents don't understand how far behind their kids are in school. The New York Times.
<https://www.nytimes.com/interactive/2023/05/11/opinion/pandemic-learning-losses-steep-but-not-permanent.html>

Assignments

- Pre-Class Activity 8 (Due 11:59 PM, Monday 10/28): Submit your summary of your reading of your choice with 1 paragraph reflections on how these articles speak to your prospective career.

- Weekly Writing Assignment: None
- Final Paper Writing Assignment 1B (Due 11:59 PM, Friday 11/1): Provide feedback to classmates on first draft

Week 10 (Week of November 4-8): Introduction to job search & Written communication for job search

Learning Goals

- Understand the overall job search process and components, and preparation for it
- Learn how to write resumes and cover letters

Reading

- Hora, M. T., Benbow, R. J., & Smolarek, B. B. (2018). Re-thinking soft skills and student employability: A new paradigm for undergraduate education. *Change: The Magazine of Higher Learning*, 50(6), 30-37. <http://dx.doi.org/10.1080/00091383.2018.1540819>
- Hora, M. T. (2020). Hiring as cultural gatekeeping into occupational communities: implications for higher education and student employability. *Higher Education*, 79, 307-324. <https://doi.org/10.1007/s10734-019-00411-6>
- Risavy, S. D. (2017). The resume research literature: Where have we been and where should we go next? *Journal of Educational and Developmental Psychology*. 7(1), 169-187. Just review the table on pp. 177-182.
- Optional:
 - Loyola University Chicago (2022). Considerations about your online presence. <https://www.luc.edu/career/considerationsaboutyouronlinepresence/>
 - University of Buffalo (2022). How to effectively use social media in your job search. <https://management.buffalo.edu/career-resource-center/students/networking/social-media/using.html>

Assignments

- Pre-Class Activity 9 (Due 11:59 PM, Monday 11/4): Reflection post on Hora et al., (2018), Hora (2020), and Risavy's (2017) table.
- Weekly Writing Assignment 7 (Due 11:59 PM, Friday 11/9): Submit your resume and a cover letter with a job/internship/scholarship/fellowship post or call

Week 11 (Week of November 11-15): Contexts of careers in education II: Technological advancement and artificial intelligence & Oral communication I: Public speaking

Learning Goals

- Understand the relationship between AI and careers in education
- Understand the principles of public speaking

Reading

- Acemoglu, D., & Restrepo, P. (2018). Artificial intelligence, automation, and work. *The Economics of Artificial Intelligence: An Agenda*, pp. 197-236. University of Chicago Press. <https://www.nber.org/system/files/chapters/c14027/c14027.pdf>

- Note: Read sections 8.1 and 8.2 (pp. 197-211). Skip or skim 8.3 (A model of automation, tasks, and the demand for labor; pp. 211-233)
- Wisskirchen, G., Biacabe, B. T., Bormann, U., Muntz, A., Niehaus, G., Soler, G. J., & von Brauchitsch, B. (2017). Artificial intelligence and robotics and their impact on the workplace. IBA Global Employment Institute. pp. 1-120.
https://www.researchgate.net/profile/Mohamed_Mourad_Lafifi/post/What_are_the_social_and_economic_effects_of_computers_in_automation_and_robotics/attachment/5fd34ec9d6d02900019d1a1d/AS%3A967510073565185%401607683785826/download/Artificial+Intelligence+and+Robotics+and+Their+Impact+on+the+Workplace.pdf
 - Note: In Week 10 class, you will choose one option of the following sections (Chapters A-B are removed from the options).:
 - C. Impact on the Organisation of Work (pp. 48-61)
 - D. Health and Safety Issues (pp. 62-64), E. Impact on Working Time (pp. 65-83)
 - F. Impact on Remuneration (pp. 83-91), G. New Forms of Employment (pp. 92-98)
 - H. Data Privacy Protection and Confidentiality Issues (pp. 99-109), I. Use of Social Media, Private Email Accounts and the Internet (pp. 110-113), J. Bring Your Own Devices and Other Wearables in the Company (pp. 114-115).

Assignments

- Pre-Class Activity 10 (Due 11:59 PM, Monday 11/11): Submit your summary of your part in Wisskirchen et al. (2017) with reflections
- Weekly Writing Assignment: None
- Final Paper Writing Assignment 2 (Due 11:59 PM, Friday 11/15): First revised draft to instructor

Week 12 (Week of November 18-22): Contexts of careers in education III: Climate change & Oral communication II: Interviews

Learning Goals

- Understand the impact of climate change on the field of education
- Learn how to ask good questions in interviews

Reading

- Denham, T., & Rickards, L. (2022). Climate impacts at work. Climate Resilience Living Lab. RMIT University, Melbourne. (Just read pp. 26-31) <https://apo.org.au/node/319692>
- Newsome, D., Newsome, K. B., & Miller, S. A. (2023). Teaching, learning, and climate change: Anticipated impacts and mitigation strategies for educators. Behavior and Social Issues, 32, 494-516. <https://doi.org/10.1007/s42822-023-00129-2>
- You will choose one to read from below during Week 11 class. Prepare to share the summary with your classmates.:

- Hora, M.T. (2023). Higher education's response to the climate emergency is failing to help prepare students for the future of work. *Change: The magazine of higher learning*, 55 (5), 35-44. <https://doi.org/10.1080/00091383.2023.2235252>
- Prothero (2022). Nearly half of educators say climate change is affecting their schools – or will soon. *Education Week* - <https://www.edweek.org/leadership/nearly-half-of-educators-say-climate-change-is-affecting-their-schools-or-will-soon/2022/05>
- Weiland, N. (2024). Heat-related emergencies are soaring in the U.S. Can hospitals keep up? *The New York Times*.
https://www.nytimes.com/2024/07/12/us/politics/heat-deaths-hospitals.html?unlocked_article_code=1.6k0.IFcl.lrxXTlvvkU4S&smid=url-share
- Optional: University of North Georgia (2022). Tips for a successful interview. <https://ung.edu/career-services/online-career-resources/interview-well/tips-for-a-successful-interview.php>

Assignments

- Pre-Class Activity 11 (Due 11:59 PM, Monday 11/18): Reflections on Denham & Rickards (2022) and Newsome et al. (2023). Submit your summary of your reading of your choice.
- Weekly Writing Assignment 8 (Due 11:59 PM, Friday 11/22): Ask AI to critique a paper (yours or publicly available one) and provide your own critique on AI's critique.
- Final Paper Writing Assignment 3 (Due 11:59 PM, Friday 11/22): Final draft to instructor

Week 13 (Week of November 25-29): Contexts of careers in education IV: Workers' rights and job precarity & Oral communication III: Professional interactions and conversations

Learning Goals

- Learn current landscape and issues of work conditions in the field of education
- Learn how to convert essays into different medium (e.g., poster) and practice it

Reading

- Harris, J. (July 2, 2023). I spoke to teachers preparing to strike: Their trauma was palpable. *The Guardian*. <https://www.theguardian.com/commentisfree/2023/jul/02/teachers-strike-trauma-staff-burning-out-students>
- Mulcahy (2019). Universities should be preparing students for the gig economy. *Harvard Business Review*. <https://hbr.org/2019/10/universities-should-be-preparing-students-for-the-gig-economy>
- Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204-220.
<https://doi.org/10.1108/13620430910966406>

Assignments

- Pre-Class Activity 12 (Due 11:59 PM, Monday 11/25): Reflection on readings & brainstorming on work conditions.
- Weekly Writing Assignment 9: (Due 11:59 PM, **Monday 12/2**): Interview report of career trajectory

Note on Class Meeting

- Thursday (11/28): No class (Thanksgiving recess)

Week 14 (Week of December 2-6): Transferable skills, Poster fair preparation, & Wrap-up

Learning Goals

- Learn discourses on transferable skills
- Practice public speaking and professional interaction for poster fair

Reading

- NACE. (2021). Competencies for a career-ready workforce.
<https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf>
- University of California Davis (2022). How to make an effective poster. Undergraduate Research Center.
https://urc.ucdavis.edu/sites/g/files/dgvnsk3561/files/local_resources/documents/pdf_documents/How_To_Make_an_Effective_Poster2.pdf
- Faulkes (2022). Better posters blog. <https://betterposters.blogspot.com/>
- Pain (2022). How to prepare a scientific poster. Science.
<https://www.science.org/content/article/how-prepare-scientific-poster>

Assignments

- Pre-Class Activity 13 (Due 11:59 PM, Monday 12/2): A sketch of your poster
- Research Poster Assignment (Due 11:59 PM, **Wednesday 12/4**): First draft of poster
- Weekly Writing Assignment 10 (Due 11:59 PM, Friday 12/6): Course reflections

Week 15 (Week of December 9-13): Poster fair

Learning Goals

- Practice public speaking and professional interaction through poster fair

Reading

- None

Assignments

- Pre-Class Activity: None
- Weekly Writing Assignment: None

Note on Class Meeting

- Tuesday (12/10): Poster fair at School of Education lobby (near the coffee shop).