BIOLOGY COURSES FOR FIRST-YEAR STUDENTS

Summary for Undergraduate Advisors

BIO 112  *Perspectives in Biology I* (CRN 13629 Instructor: Dr. David Goldfarb)
A freshman course designed for confident students with strong biology backgrounds. This typically means a score of 4 or 5 on the AP Biology test, or an IB score of 7.

BIO 110  *Principles of Biology I* (CRN 13128 Instructor: Dr. Michael Clark)
A course designed for students who have some biology background. This typically means they took AP biology but did not score a 4 on the AP Biology test. However, a confident student who has taken other AP courses should also consider this course. This course is open to upper classmen in addition to first-year students.

BIO 110  *Principles of Biology I* (CRN 13132 Instructor: Dr. Thomas Eickbush)
A freshmen only course designed for students with little biology background. This typically means they last took Biology their freshmen or sophomore year of high school. All students will take part in a weekly study group run by a graduate student mentor. A permission code is required to register for this course. The code is 1833 and students will be prompted to enter it during the registration process. If students have any questions they should contact Dr. Eickbush in person Friday morning at the “Open House”, or Friday afternoon at his office (HH334a).

KEY POINTS FOR ADVISORS:
- All three courses are appropriate for pre-medical school tracks, and will prepare students for upper level biology courses. Non-premed students, who intend to major in the social sciences or humanities and wish to take a biology course, should register for BIO101 *Genes, Germs, and Genomics* (Prof. Benyajati).
- All three courses require concurrent enrollment in Chemistry (e.g. CHM131 or equivalent). Students with questions concerning this requirement should contact Drs. Goldfarb, Clark and Eickbush at the “Open House” on Friday Aug. 25th.
- All three courses have a required three-hour laboratory that is attended every other week. This lab is not a separate course, but is incorporated into the four-credit lecture course.
- All three courses have required workshops.
- Signing-up for the lab and workshop sessions will be conducted on a website run by the Biology department. Therefore, it is essential after a student has registered for a specific course on Aug. 26th that they respond to an email they will receive containing instructions to complete their registration. Please encourage your advisees to watch for this email and respond immediately to assure maximum choice of lab sections.
BIOLOGY COURSES FOR FIRST-YEAR STUDENTS

COURSE DESCRIPTIONS

BIO 112 Perspectives in Biology I (CRN 13629 Instructor: Dr. David Goldfarb)

A freshman course designed for students with strong biology backgrounds. This typically means a score of 4 or 5 on the AP Biology test, or an IB score of 7.

The first semester in a year-long introductory course sequence including BIO 113. BIO 112 is a topics course that will cover fundamental aspects of genetics, biochemistry, and molecular and cellular biology needed for subsequent coursework. Topics will include vaccine biology, nutrition, antibiotic action and resistance, genetically engineered crops and human genetic engineering. All students will take part in a weekly workshop and a bi-weekly laboratory. In workshops students will read and analyze primary research publications, emphasizing experimental approaches, data analysis and interpretation.

BIO 110 Principles of Biology I (CRN 13128 Instructor: Dr. Michael Clark)

A course designed for students who have some biology background. This typically means AP biology but a score below 4 on the AP test. This course is also open to upper classmen.

The first semester of a year-long introductory course sequence. Topics include biochemistry, cell and molecular biology, cell reproduction, plant and animal physiology. Emphasis will be placed on quantitative learning, especially experimental approaches and data analysis. BIO 110 is designed for Biological Science majors, all pre-medical school tracks, and will prepare students for upper level biology courses. All students will take part in a weekly workshop and a bi-weekly laboratory.

BIO 110 Principles of Biology I (CRN 13132 Instructor: Dr. Thomas Eickbush)

A freshman only course designed for students with little biology background. This typically means a student has not taken Biology since their Freshmen or Sophomore year of high school. A permission code is required and can be obtained from the Undergraduate Advisors.

The first semester of a year-long introductory course sequence. Topics include biochemistry, cell and molecular biology, cell reproduction, plant and animal physiology. Emphasis will be placed on quantitative learning, especially experimental approaches and data analysis. BIO 110 is designed for Biological Science majors, all pre-medical school tracks, and will prepare students for upper level biology courses. In addition to weekly workshops and bi-weekly laboratories, all students will take part in a weekly study group run by a graduate student mentor.

IMPORTANT: After students have registered for a specific course it is essential that they respond to an email containing the instructions to complete their registration for:

a) a Workshop section
b) a Laboratory section

Concurrent enrollment in Chemistry (e.g. CHM131 or equivalent) is required for all three courses.
Information About Language Placement

Placement exams are not required for introductory-level foreign language courses. Placement evaluation is required for students who have previously studied a language.

The College Board Subject Test Advanced Placement scores or International Baccalaureate rankings assist departmental advisors in finding the right course level for your students.

For **Chinese, French, German, Russian, or Spanish** take the online placement exam (https://webcape.org/?acct=rochester). *The password is "mlc" to access these tests.*

Once you complete the online placement exams in Chinese, French, German, Russian, or Spanish, MLC faculty will review your score and other factors to determine your appropriate placement.

**Italian Placement:** Please contact either Teresa Murano (Senior Lecturer in Italian) at tmurano@ur.rochester.edu or Andrew Korn (Lecturer in Italian) at andrew.korn@rochester.edu.

**Japanese Placement:** Students who wish to sign up for any Japanese class should attend the MLC Oper House, where those who are interested in taking JPN 101 will receive the permission code from Shino Fumino. Those students who are hoping to place out of JPN 101 should take the placement test, which will be administered by Professor Mariko Tamate on **Friday, August 25, 2017 (time and location TBA).** For more information, please email Mariko Tamate at mariko.tamate@rochester.edu.

**Korean Placement:** Please contact Myounghie Cho (Lecturer in Korean) at myounghee.cho@rochester.edu.

**Portuguese Placement:** Please contact Teresa Valdez (Language Coordinator and Portuguese Instructor) at tvaldez@ur.rochester.edu.

**Arabic, Greek, Hebrew, Latin, and Turkish Placement:** These languages are housed in the Department of Religion and Classics. For questions about placement in these languages, please contact Caleb Rood (Administrative Assistant) at caleb.rood@rochester.edu.

**American Sign Language Placement:** For questions about placement in ASL, please contact Guillaume Chastel (Senior Lecturer, Undergraduate Program Advisor) at guillaume.chastel@rochester.edu.

Visit “The Language Center” at http://www.rochester.edu/college/languages/index.html for more information.
Sample Handout for your Orientation Group Meeting

Welcome!!

Your Undergraduate Advisor’s Contact Information:

Marcy Kraus  
312 Lattimore Hall  
marcy.kraus@rochester.edu  
(585) 275-2354  
Best way to reach me: Email to marcy.kraus@rochester.edu  
You may call me “Marcy”

As soon as possible, be sure that you have completed:

• The Academic Honesty Tutorial  
• Haven and AlcoholEdu (part 1 is due by Sept. 15th)  
• Foreign Language Placement (if you plan to study a language you studied previously)  
• The Writing Self-Placement Survey  
• See “Blackboard” (learn.rochester.edu)

Research Your Course Plans:

• First-Year Academic Handbook  
• Attend Question and Answer Sessions/Open Houses during Orientation  
• Which sessions do you plan to attend? (List Here for discussion at our 1:1 Meeting)

Academic Open House Plans:

• Which tables do you plan to visit?:  
• What questions do you have?:
Individual Appointment Scheduled on:
We will meet for our individual meeting in Lattimore 312
Tips for our individual meeting:

- Bring at least 5-7 classes that look interesting
- Look at classes based on your interests, your CPPR form, AP and transfer credit
- Be sure you have checked for time conflicts and considered labs and recitation times as well
- Remember that first-year students can register for no more than four full-credit courses and three additional credits

Online Registration will begin on Saturday, August 26th
Be sure to check your time slot:
Be sure that you have logged into the Online Registration link in advance and updated your contact information

If you need assistance during Registration:

You may call or stop by the Registrar’s Office in Lattimore 127 (585-275-8131) or the College Center for Advising Services in Lattimore 312 (585-275-2354)

After registration on Saturday, email me to let me know how everything worked out!
Notes Regarding Primary Writing Requirement and WSAP Placement

As many of you may know, the Writing, Speaking, and Argument Program (WSAP) is a popular destination for many freshmen, providing a common set of shared experiences amongst many first-year students. Not only does WSAP house the Writing and Speaking Centers—which allow students with varying needs to get feedback at any stage of their compositional processes—but it’s also the program that administers the Primary Writing Requirement. Below are four key factors that will likely impact incoming students. If any questions remain after this overview, please utilize the contact information provided at the end of the document.

1. **Self-Placement Survey**
   All students must fulfill the College’s Primary Writing Requirement. This requirement stipulates that all students must prove competence in college-level writing. Typically, most students do this by taking one of the following writing course types: WRT 105, WRT 105E, WRT 105A&B, or the international student-targeted sequence of EAPP (WRT 101, 102, 103, and 104). NOTE: All students must receive a “C” or higher to ultimately satisfy their Primary Writing Requirement.

   In order to assist all students in making informed decisions about their writing course options, we request that they take the Self-Placement Survey. This is a three-part survey, available to all incoming students through the learn.rochester.edu portal, that aids students in determining which WRT course type is best tailored to their needs and interests. Part One includes several demographic questions that students answer. At the end, it computes scores based on their answers, and offers an assessment on which course might best reflect the student’s writing background. Part Two includes a sample reading and couples it with a typical WRT writing assignment prompt. The student is then asked to evaluate the difficulty of this prompt. The response yields further feedback about which WRT course might be most appropriate for the student. Part Three ends with the submission of a writing sample, which subsequently results in an individualized consultation with a Writing Placement Advisor. Importantly, the Survey is intended to be informative, not prescriptive. Ultimately, selection of WRT courses resides with the student (even if this means going against the advice offered through the Self-Placement Survey process).

   We request all students (except “EAPP” or “ECO” students as they are placed through different mechanisms) complete Parts One and Two of the Survey prior to registering for their WRT course. International students should complete all three parts. Please remind your students to do this as soon as possible, particularly since pre-registration has been discontinued per the College Curriculum Review Committee. If they continue to struggle with course options, even after interacting with a placement advisor, they might wish to read, in more depth, about the fundamental differences between WRT courses here: http://writing.rochester.edu/undergraduate/index.html. The student may also contact the Placement Coordinator, Matthew Bayne, at Writingplacement@ur.rochester.edu.
2. Selecting a Course on the Basis of Interest
Alongside encouraging students to take the Self-Placement Survey, please further encourage them to read the blurbs about the various course themes offered. This information can be found on CDCS. We find, unsurprisingly, that students do better when they register for courses whose content interests them. If a course is full, they cannot be put on a waitlist, as we no longer utilize them, but they may attempt to register for the class during the drop/add period. Additionally, it may be possible to take the course, if offered, in the spring. While opting to wait to take a course of interest in the spring semester may work for some students, those who feel insecure about their writing should likely complete their WRT course in the fall. NCTE: If we have a sizeable number of students who wish to take a WRT course, but the available sections are full, we may create new sections. The sections offered will be contingent on instructor availability.

3. International Students
With an increasing presence of international students on campus, it’s likely you may advise international students. Please be sensitive when working with these students. Do not assume that if they have some usage/grammatical errors in speaking that they must be consequently unable to deal with the rigors of WRT 105, and thereby need to be placed in a more “supported” writing course (NOTE: WRT 105E, WRT 105A&B, and EAPP are not “remedial.” They have identical outcome criteria and assignments; they just offer more support than WRT 105). Keep in mind that these meetings may be high-stress for students who are already navigating a new school, culture, and language, all at once. These factors can impinge on their facility with speaking. Additionally, spoken language is not always determinative of writing ability. However, if you do have a student who has considerable difficulty communicating, please bring them to the attention of Paige Sloan, Director of EAPP (English for Academic Purposes Program), or the Placement Coordinator, Matthew Bayne. The full contact information for both administrators is listed below.

4. Timeline for Completing Primary Writing Requirement, and Petitioning
We ask that students complete their PWR’s within two semesters. Failure to do so leads to a P-Hold, preventing students from registering for the spring semester of their sophomore year. Again, the majority of students fulfill their Primary Writing Requirement by completing a UR WRT course successfully. However, students may also pursue one of two petition options PRIOR to attempting a WRT course. The Transfer Petition option is for students who have collegiate coursework equivalent to our WRT 105 experience. The student must submit a syllabus from their transfer course reflecting its equivalence to WRT 105. If accepted, the student will then have fully met their Primary Writing Requirement. We have another petition option, that I particularly want to highlight (as students seem largely unaware of this option): the Substitution Petition.
This is for students who may not have equivalent college coursework, but believe they have significant preparation with argumentative research writing and employing a writing process, and as a result find they would not fully benefit from taking WRT 105. In this petition, the student must submit a cover letter and argumentative (ideally, research-based) papers that underscore their writing strengths. If the petition is accepted, the student is then permitted to substitute a UR course that is writing-intensive in lieu of WRT 105. This can be in a discipline of the student’s interest. NOTE: Courses designated as “upper-level” writing courses are oftentimes great substitute courses. The new Meliora Seminars are also great options. However, a student cannot use the same course to simultaneously fulfill the Primary Writing Requirement and their upper-level writing requirement(s). They will also need to receive at least a “B” in their substitute course in order for it to qualify.

### SUMMARY OF PRIMARY WRITING COURSE OPTIONS/DIFFERENCES

<table>
<thead>
<tr>
<th></th>
<th>WRT 105</th>
<th>WRT 105E</th>
<th>WRT 105A &amp; B</th>
<th>EAPP (WRT 101/102/103/104)*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semesters</strong></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Frequency of Meeting</strong></td>
<td>1.15 hours twice a week</td>
<td>1.15 hours twice a week, and 50-minute recitation once a week</td>
<td>1.15 minutes twice a week. Typically, the second class of the week is a workshop or 2.40 hours twice a week (reading/writing) and 1.15 hours once a week for the speaking/listening course.</td>
<td></td>
</tr>
</tbody>
</table>

If you have a question about EAPP credit hours, check with Paige Sloan, gsloan@ur.rochester.edu.
Notes Regarding Primary Writing Requirement and WSAP Placement

<table>
<thead>
<tr>
<th>Course Enrollment Caps</th>
<th>15</th>
<th>10</th>
<th>10</th>
<th>Around 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Wherever</td>
<td>Computer classroom</td>
<td>Computer classroom</td>
<td>Computer Classroom</td>
</tr>
<tr>
<td>Available Sections (# will vary)</td>
<td>25-35</td>
<td>10-15</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

CONTACTS:

- **Director, WSAP**
  Deborah Rossen-Knill  
e-mail: deb.rossen-knill@rochester.edu  
phone: 273.3584

- **EAPP**
  Paige Sloan  
e-mail: paige.sloan@rochester.edu  
phone: 276.6979

- **Primary Writing Requirement**
  Matthew Bayne (Placement Coordinator)  
e-mail: mwbayne@gmail.com  
phone: 273.3584
Undergraduate Computer Science
Advising Information

- Students interested in introductory Computer Science but who are not intending to be CSC majors should generally take **CSC161 Introduction to Programming** (formerly The Art of Programming).
  - All CSC clusters now include *only* CSC161 for introductory programming.
  - This course is also appropriate for students who *may* want to pursue a CSC degree but who want a gentler introduction to the discipline.

- Students interested in pursuing a CSC major should generally take **CSC171 Introduction to Computer Science** (formerly The Science of Programming).
  - CSC171 has no prerequisites but is more intensive than CSC161 and provides preparation for subsequent CSC courses.
  - Upper-level CSC courses generally require both CSC171 and CSC172.
  - Students may place out of CSC171 either with AP CS credit (score 4 or 5) or by taking a placement exam offered before Fall registration.

- Notes:
  - CSC161, CSC171, and CSC172 are currently taught both Fall and Spring terms.
  - CSC161 is *not* an equivalent to CSC171 for Computer Science degree programs.

**Computer Science Clusters**

The following clusters are current as of Fall 2016. All other clusters have been discontinued.

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing for the Social Sciences (N4CSC010)</td>
<td>161 + (108 or 170) + (262 or STT/others) See online listing</td>
</tr>
<tr>
<td>Business Computing (N4CSC002)</td>
<td>161 + (108 or 170) + (ECO230 or MTH210)</td>
</tr>
<tr>
<td>Graphics Programming (N4CSC009)</td>
<td>161 + (108 or 170) + (131 or 277)</td>
</tr>
<tr>
<td>Computational Problem Solving (N4CSC015)</td>
<td>161 + 175 + PHL110 (Logic)</td>
</tr>
<tr>
<td>Web Design (N4CSC018)</td>
<td>161 + 170 + 174</td>
</tr>
</tbody>
</table>

This summary is accurate at the time of writing and is provided to help undergraduate advisors. Please have students check CDCS and the Cluster Search Engine to confirm offerings and requirements.

*Last change: 11 Mar 2016*
Mathematics Placement

General math placement information, including a study guide for the placement exam and a copy of placement exams from previous years can be found on the Department of Mathematics webpage:

www.sas.rochester.edu/mth/undergraduate/handbook/placement.html

A combination of SAT and ACT scores, AP calculus exam scores, and high school records are used to place students in the appropriate mathematics course. Individual placement information should be provided on the CPPR form.

Placement Exam

For those students who are placed into MTH 141 (or 140) but are interested in taking MTH 161 (or 141), there will be a placement exam offered at:

Friday, August 25
3 p.m. - 4:30 p.m.
Hubbell Auditorium

The exam covers standard pre-calculus material. NO calculators, books, notes, or electronic devices of any kind are allowed at the exam. Students should consult the study guide and old exams posted at the address above.

The placement exam is only for students placed into MTH 140 or 141 that would like to take a higher course. Students satisfied with their placement should not take the exam. In case of a discrepancy or question, students are encouraged to speak with a representative of the Mathematics department at the Academic Open House during Orientation.

Advanced Credit

In many cases, placements on the CPPR form do not account for advanced credit. For students with advanced credit (AP, IB, A-level, or transfer course), advanced credit rules take precedence according to the guidelines below. Students whose AP credit is not reflected on their CPPR placement should register for the course given by the chart below; no special math department approval is needed.

- AP Credit is given as follows:

<table>
<thead>
<tr>
<th>AP Course</th>
<th>Placement</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 3</td>
<td>MTH 161</td>
<td>No credit</td>
</tr>
<tr>
<td>AB 4-5</td>
<td>MTH 162 or MTH 171</td>
<td>One semester of credit</td>
</tr>
<tr>
<td>BC 3</td>
<td>MTH 162 or MTH 171</td>
<td>One semester of credit</td>
</tr>
<tr>
<td>BC 4-5</td>
<td>MTH 164, MTH 165, MTH 171, or, in exceptional cases, in MTH 173</td>
<td>Two semesters of credit if placed in MTH 164, 165 or 173. One semester of credit if MTH 171 completed.</td>
</tr>
</tbody>
</table>

Students who receive AP credit for MTH 161 may register for MTH 162 or MTH 171. MTH 171 is particularly recommended for students interested in mathe-
matics, physics, or theoretical engineering who would like to gain a deeper knowledge of how and why calculus works so effectively. Advanced placement is only into courses of the 160 sequences or on rare occasions for extraordinarily well-prepared students into the 170 sequences. There is no advanced placement in the 140 sequence.

• Cambridge A-level examinations in mathematics or a calculus course at another college must consult with a mathematics faculty member at Orientation to determine if credit is awarded

• Students that scored a 4 or better on the higher-level International Baccalaureate (IB) mathematics exam are placed into MTH 162 and awarded credit for MTH 161 after completion of MTH 162 with a grade of C or better. Students can also opt for MTH 171, although no advanced credit is awarded with this option. No credit or advanced placement is granted for subsidiary level exams.

Questions regarding placement can be directed to one of the following mathematics department representatives:

Amanda Tucker: amanda.tucker@rochester.edu
Kalyani Madhu: kmadhu@ur.rochester.edu
Mark Herman: mark.herman@rochester.edu
Course Description
This course is designed to assist students in developing the skills necessary to successfully navigate career choice and its challenges in a complex, global economy. It provides an introduction to prominent career development theories, decision making strategies, and career readiness competencies students should develop in order to transition successfully to post-graduate opportunities including jobs, graduate/professional school, volunteerism and entrepreneurship. Through readings, self-assessment exercises, online research, and informational interviews with alumni, students will learn to think expansively about their own intellectual and professional trajectories, while developing an understanding of the importance of individual accountability in the career planning and exploration process. Students will conduct exploratory research on industries, professions and career paths of interest, ultimately integrating this information with self-knowledge to develop a personal career readiness and exploration plan.

This course both parallels and serves as an extension of the Rochester Curriculum\(^1\) in the following ways:
- **Curiosity:** Students will take responsibility for building a career grounded in their goals and interests. This course helps them discover what those interests are; it further helps students identify a path to explore these curiosities.
- **Competence:** Students will make informed connections between the discipline(s) they are studying and learn how competence in their studies is applied in the professional world.
- **Community:** Students will be encouraged to look beyond themselves as individuals to see themselves as members of a professional network that includes supportive UR faculty, staff and alumni.

Course Learning Outcomes
In completing this course, students will be able to do the following:
- Understand theories of career development and decision making strategies; describe career development as a process.
- Describe individual interests, values, strengths and skills; connect these findings to career choice.
- Identify and use online resources to research industries, professions, post-graduate academic options, and career paths.
- Practice building professional relationships and articulate the role these relationships play in career development.
- Write a basic resume to document experiences in relation to career readiness competencies as defined by NACE\(^2\).
- Create a plan to continue the process of exploration, self-understanding, and competency development throughout the college years and beyond.

Instructors
Instructors are full-time career educators based in the Gwen M. Greene Career & Internship Center. They are oriented to course content through a comprehensive curriculum of readings, class observations, and training with the lead instructor.

Explore Meliora Program
Students are assigned to contact and conduct an informational conversation with a University of Rochester alumnus/alumna as part of the Explore Meliora Program. The purpose of the conversation is to gain insight and advice on career decision-making and the role of career in one’s life.

List of Assignments
- Reflection Paper #1 (Self-Assessment)
- Reflection Paper #2 (Exploring Career Options)
- Explore Meliora Conversation
- Resume Review
- Final Project: Career Readiness and Exploration Plan

Grading
Grading will be based on attendance, class participation, and satisfactory completion of assignments, with points adding up to a grade that will be converted to a letter grade based on the Registrar’s conversion scale (A–E).

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Schedule of Course Topics and Assignments

**MODULE 1: KNOW YOURSELF**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Additional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of Career Development; Introduction to Self-Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course/syllabus overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-assessment exercise/icebreaker</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Self-Assessment: Values and Interests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life Values Inventory group interpretation activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong Interest Inventory group interpretation activity</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Self-Assessment: Strengths, Traits and Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities based on assigned self-assessment activities</td>
<td></td>
</tr>
</tbody>
</table>

**MODULE 2: DISCOVER YOUR POTENTIAL**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Researching Industries and Professions</td>
</tr>
<tr>
<td></td>
<td>Activities for exploring and using online resources for career research</td>
</tr>
</tbody>
</table>

**MODULE 3: INTEGRATION AND APPLICATION**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Making Decisions</td>
</tr>
<tr>
<td></td>
<td>Activities and discussion on effective decision-making strategies</td>
</tr>
<tr>
<td>6</td>
<td>You on Paper: Resume Writing</td>
</tr>
<tr>
<td></td>
<td>Basic resume conventions</td>
</tr>
<tr>
<td></td>
<td>Reflective resume writing activity</td>
</tr>
<tr>
<td>7</td>
<td>Career Readiness; Reflective Exercises</td>
</tr>
<tr>
<td></td>
<td>Introduction to NACE Career Competencies</td>
</tr>
<tr>
<td></td>
<td>Self-reflection activities on career readiness</td>
</tr>
</tbody>
</table>

Readings

The course is grounded in writings and theories that have shaped modern-day thinking about careers and career development, providing a multifaceted perspective on career exploration and decision-making that students can apply to their own unique situation. Each week, assigned readings will provide an overview of a different theory, including person-environment fit, self-concept, life design, narrative, chaos and happenstance. Resources and literature we have reviewed and/or will assign include:

- *Career Counseling: A Narrative Approach* (Cochran 1997)
- *Career Development: Self-Concept Theory* (Super 1963)
- *Designing Your Life* (Burnett & Evans)
- *Luck is No Accident: Making the Most of Happenstance in Your Life and Career* (Krumholz & Levin 2010)
- *Smart Moves for Liberal Arts Grads* (Curran & Greenwald 2006)
- *Understanding Careers* (Inkson, Dries & Arnold 2015)
- *Work on Purpose* (Galinsky 2011)
- *You Majored in What?* (Brooks 2009)

Assessment and Evaluation

Pre/post assessments will be administered, allowing us to measure student learning in the course through questions that map to the Career Center’s desired learning outcomes. This data will be used to determine the course’s effectiveness as compared to other Career Center programs, as well as to inform our efforts to expand the course. Additional survey questions to gather student feedback on the course and instructor will inform our efforts to improve the course for 2018-19.

For More Information

Laura Jones, Senior Career Educator | Course Designer and Lead Instructor
laura.a.jones@rochester.edu, 585.275.9063