

# Sociology Career Capstone Section 80

## SOCI 181B

Spring 2025 Fully Online 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

### Contact Information

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Instructor:	Dr. DuCros (pronouns: she/her/hers)
Office Location:	Zoom Meetings Only
Telephone:	(408) 924-5325 (working remotely so use email instead)
Email:	<a href="mailto:faustina.ducros@sjsu.edu">faustina.ducros@sjsu.edu</a> (preferred, quickest and best option)
Office Hours:	Tuesday 11:30 AM-1:00 PM via Zoom (see Canvas home page for link)

### Course Information

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## Asynchronous Course

Fully Online via Canvas Learning Management System

### Course Description and Requisites

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Capstone course to expand undergraduate senior opportunities and options. Analyzes trends in sociology; explores employment and careers, reflection and assessment of learning in the major.

Prerequisite(s): SOCI 1, SOCI 100W, SOCI 101, and SOCI 104 or SOCI 105.

Note(s): Students must have taken at least one of the required research method courses before enrolling in the capstone course.

Letter Graded

## \* Classroom Protocols

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### Faculty Web Page and MySJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, announcements, and quizzes, etc., can be found on the Canvas course website at <http://sjsu.instructure.com>. You are responsible for regularly checking the Canvas messaging system via MySJSU on [Spartan App Portal](http://one.sjsu.edu) at <http://one.sjsu.edu> and your email to learn of any updates. Please make sure that your email settings in Canvas are adjusted to receive class messages and assignment feedback at your current email immediately after they are posted. For help with using Canvas see the [Canvas Student Resources](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) page at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>.

**\*\*Please use only regular SJSU email to message me at [faustina.ducros@sjsu.edu](mailto:faustina.ducros@sjsu.edu), which allows for message threads to be kept together.** As you prepare to go out into the workforce, email etiquette is an important skill to cultivate; you'll practice this in our course. All emails should have SOCI 181B and the topic of your email in the subject, for instance: "SOCI 181B Question about Assignment" or "SOCI 181B Emergency." You should write formally (i.e., an opening like, "Hello Dr. DuCros," and a closing line like, "Thank you, [your name].") You can expect a response in 24-48 hours, 9-5 Monday through Friday (except on holidays). Remember to give yourself enough time to ask questions about assignments that are due on Mondays to get an answer before the close of business on Friday so you're not waiting over the weekend. If you send a Canvas message, it may inadvertently be missed and not answered because Canvas doesn't allow threaded replies or the subjects to show in my email.

### Course Format

This is a fast-paced course that will be conducted entirely asynchronously and online. Please consider whether this matches your best learning style as your success will rely heavily on your ability to be a self-directed learner, rely on reading as a core learning style, balance competing priorities, and manage your progress. You will need a computer (tablets don't always have the same functionality), internet connectivity, access to Google Chrome browser, ability to upload Word files to Canvas, PDF reading and annotating software, computer/phone video camera for recording videos, and the ability to access the Canvas Learning Management System through one.sjsu.edu. Though online, we will engage in electronic discussions that invite your active participation as we examine the course readings, video material, videos, podcasts, and other content. All materials, assignments, and assessments will be administered online through Canvas.

### Establishing a Committed Presence in Class and Instructor

# Drops

This class is in high demand due to it being a requirement for graduation and its online asynchronous format. Thus, it is imperative that you establish a presence in the course and demonstrate your intent to participate by logging into Canvas on the first scheduled day of instruction or informing me of your intent to continue the class within 48 hours after the first day of instruction. If student presence is not established via these steps, I may use the instructor drop policy (S20-9) to drop you from the course and give your spot to another student waiting to enroll. I will notify you if this is the case via email.

## Participation and Netiquette

Respectful and professional participation is expected of everyone. This includes

- Preparing the readings and actively participating
  - Read and annotate texts and actively watch or listen to other multimedia materials before the dates for which they are assigned on the syllabus. Research shows that reading and annotating hard-copy texts is the most effective method for increasing learning for most people. All of the readings on the syllabus are required unless otherwise noted. There may be suggested readings that are not required.
  - Actively take notes on your class materials. Research also shows that handwritten note-taking is the most effective method for most people (vs. typing and reviewing posted notes). I encourage you to exchange notes and study with classmates for additional engagement. If you need assistance with note-taking strategies, please see me and/or contact the Accessible Education Center (<http://www.sjsu.edu/aec/>).
- Being respectful to everyone in the class when they are speaking live, virtually, or in writing, including fellow students, the professor, and guest speakers.
- Most importantly, this means showing fellow members of our learning community a level of professional courtesy, that facilitates an open environment where any potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community always have to agree with one another. But you must be thoughtful and respectful about the way you challenge someone's *argument* by grounding the discussion in readings and without attempting to invalidate the individual's experiences, statuses, or memberships. Racist, sexist, homophobic, violent, victim-blaming, bullying/harassment, or similar types of comments will not be tolerated.
- Read "[The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html)" at <http://www.albion.com/netiquette/corerules.html> to understand how to respectfully engage in the course online.

**Sharing or posting of course material is NOT allowed, per University Policy S12-7 at <http://www.sjsu.edu/senate/docs/S12-7.pdf>.** This also applies to materials posted by fellow classmates.

## Academic Integrity

One of my tasks as a professor is to assess your learning and skills. In order to do my job, I need you to turn in authentic work of your own. It is not useful for me nor students' professional development to give grades on work that is generated by computer AI or people who are not the student. It amounts to

a waste of time and resources that can be better spent honing your skills for long-term success. Thus, please exercise academic integrity in all work that you turn in. This includes not submitting other people's or AI/computer-generated work as your own (including Grammarly-generated work), properly citing other people's work (including professor's notes and the internet), not re-using your own papers or assignments from other courses (including excerpts from those assignments), not submitting the same work to more than one class, cheating on exams, or other similar practices. Doing so will result in not receiving a passing grade for the assignment and a report will be made to the Student Conduct and Ethical Development office. If you're uncertain about what constitutes plagiarism or unauthorized AI use, please come see me and I can guide you and/or check out this online tutorial at <https://libguides.sjsu.edu/plagiarism>. If you have a topic overlap with another course, you must see me to arrange for an appropriate solution. Some assignments in the course will be verified using Turnitin plagiarism and AI detection software embedded in Canvas. Please keep an editing history of all of your assignments in Google Docs to assist with authenticity verification and possible false positives. You may be asked to furnish a link to the document and editing history if needed.

## Writing Assistance and Tutoring

Since writing skills are important in the workforce, it is advisable to take advantage of the various sources of writing assistance on campus, including the SJSU Writing Center in Clark Hall, Suite 126 (<http://www.sjsu.edu/writingcenter>) and Peer Connections (<http://peerconnections.sjsu.edu>).

## Health and Wellness

Supporting student health and wellness is an important factor in academic success. SJSU has resources on campus for various aspects of wellness at the Health and Wellness page at <http://www.sjsu.edu/campus-life/health-and-wellness>. Resources for general health can be found at the Student Health Center page at <http://www.sjsu.edu/studenthealth/>. Resources for mental health can be found at the Counseling and Psychological Services page at <http://www.sjsu.edu/counseling/>. Resources for accessible education can be found at the Accessible Education Center page at <http://www.sjsu.edu/aec/>. Resources for basic needs assistance, such as the [Spartan Food Pantry](#), can be found through SJSU Cares at <https://www.sjsu.edu/sjsucares/>.

## Letters of Recommendation

If you anticipate needing faculty letters of recommendation, please see the information posted on my website at <https://www.sjsu.edu/people/faustina.ducros/> for advice on how to strategically go about this process in a timely manner (e.g., 4-6 weeks advance notice). Check this out early and feel free to come to office hours to discuss this as well!

## Program Information

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### Program Learning Outcomes

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities.
2. Students will be able to identify and explain major sociological theories and apply them to everyday life.

3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis.
4. Students will be proficient in oral and written communication skills appropriate to the discipline.
5. Students will be able to practice sociology as educated and civically engaged persons.

## Course Goals

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This course is part reflection on the major and part professional development. We will study trends in employment for sociology majors; identify, review, and practice skills obtained from the major; practice professional application of sociological knowledge; and develop professionalization techniques that will help you be successful as you go beyond graduation. You will also develop and exercise the skills necessary for the critical examination of entering and/or continuing participation in the workforce, including the application of diversity, equity, inclusion, and belonging principles.

Even if you have been employed for many years, or don't plan on changing jobs, keep an open mind. Your participation in the course will help you hone your skills in effective critical thinking, research, writing, and public communication and support your professional growth. Feel free to reach out to me if you'd like to discuss modifying assignments to fit where you're at in your career.

## Course Learning Outcomes (CLOs)

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Upon successful completion of this course, students will be able to:

CLO 1: Understand trends in employment for sociology majors and identify potential occupations (Modules 3, 4, 5)

CLO 2: Evaluate personal strengths and areas for improvement to help plan for potential careers (Module 2, 3, 4, 5, 6, 8)

CLO 3: Create and/or revise job search or grad school application assets such as a resume/CV, cover letter/statement of purpose, career plan, LinkedIn profile, and portfolio (Modules 2, 3, 6, 8)

CLO 4: Understand and analyze issues of diversity, equity, inclusion, and belonging in the workforce (Module 7)

CLO 5: Demonstrate how sociological concepts, skills, and training (such as written and oral communication, quantitative and qualitative methods, and sociological analysis) can be applied to the workforce and other real-world scenarios (Module 1, 2, 3, 4, 5, 6, 7)

CLO 6: Understand, analyze, and apply professionalization skills useful in the workplace

We will accomplish the goals and learning outcomes through the following activities and assignments: Course readings (reports, book chapters, articles), videos, modules, virtual class discussion participation, and assignments listed below.

## Course Materials

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### Required Texts/Readings/Materials

#### Textbook

Tulshyan, Ruchika. 2022. *Inclusion on Purpose: An Intersectional Approach to Creating a Culture of Belonging at Work*. Cambridge, MA: The MIT Press.

Available for purchase at the Spartan Bookstore and through online vendors. Available online for free through SJSU's MLK Library "Library Course Materials" page for this course.

#### Other Readings

A selection of journal articles, reports, chapters, website articles, and news articles is available online through Canvas.

#### Other equipment/material requirements

All course material and assignments will be administered online through Canvas so you must have access to a computer and internet. You will need to use Microsoft Word, Google Suite, Adobe Creative Suite, and be able to read and annotate PDFs. You have free access to Microsoft Office, Adobe Creative Suite, Google Suite, and other software through SJSU. Click here at <https://www.sjsu.edu/it/services/support/desktop/instructions.php> (<https://www.sjsu.edu/it/services/support/desktop/instructions.php>) for more information on how to access the software.

#### Library Liaison

Michael Aguilar, [michael.aguilar@sjsu.edu](mailto:michael.aguilar@sjsu.edu).

## Course Requirements and Assignments

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The course material will be a combination of reading assignments, online discussion boards, videos, podcasts, and other content. There are a range of activities and assignments that will contribute to your successfully completing the course. Some assignments will be required to turn in for credit and others will be assignments you complete as part of the process of learning in this course but do not turn in. There will be 74 points required of 83 assigned. If you miss several credit-bearing assignments, you run the risk of not being able to pass the course with your desired grade. I reserve the right to adjust the syllabus as needed, but I will always give you advance notice via Canvas class announcements. Your success in the class will be based on completing the following elements.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, clinical

practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination or Evaluation

The final exam period is on Thursday, 5/15/25 at 7:45 PM to 9:45 PM. There is no in-class or live final but you will turn in your final portfolio assignment by the end of the finals period via Canvas.

## Participation, Class Engagement, and Professionalization Category (24 points)

Students are expected to be engaged learners, just as you will likely be expected to be engaged employees. Credit for this category is earned for regular class engagement exercises embedded in the modules.

Most modules will have class engagement exercises that will be posted on the discussion boards or other discussion platform to facilitate sharing information, resources, and feedback. These assignments will often be about engaging with classmates, your instructor, campus resources, a learning activity, a reaction to a reading or video, or sharing findings that you have come across about a specific aspect of sociology or the job search. These smaller assignments will be building blocks for many of the larger products that you will create in the course. These discussions will take place in small groups or the entire class depending on the assignment topic. Some assignments will be uploaded individually.

The quality of online discussions rests in large part on your commitment to be prepared, have an open mind, and share your ideas, knowledge, and resources with your classmates! If you don't read, watch, and participate actively, the discussion activities will not be engaging for you.

The assignments are worth 3 points each and are assessed on a good-faith effort to meet the assignment criteria, which usually will include responding to classmates. More details and instructions are found in Canvas.

In addition, there may also be ungraded/unweighted activities and assignments in some of the modules that contribute to your professional development.

NOTE ON FREEBIES: You can choose to complete 8 out of 11 assignments in this category. I will automatically drop 3 of the 3-point online discussion participation/class engagement assignments in this category to account for times you cannot participate. However, keep in mind the more you miss, the less you'll learn and prepare for later assignments.

Please read the [Do's and Don'ts of Online Posts](https://www.sjsu.edu/writingcenter/docs/handouts/Dos_and_Donts_of_Online_Posts.pdf) by the SJSU Writing Center for best practices in online discussion board participation at [https://www.sjsu.edu/writingcenter/docs/handouts/Dos\\_and\\_Donts\\_of\\_Online\\_Posts.pdf](https://www.sjsu.edu/writingcenter/docs/handouts/Dos_and_Donts_of_Online_Posts.pdf).

**List of Assignments in this Category:**

*3 points Introduction Vlog*

This assignment will introduce you to your classmates and help create an engaged community. It is assessed on a complete/incomplete basis. More details are found in Canvas.

*3 points Practice Assignment*

The assignment is part of the first module getting to know how turning in assignments for the class works. This assignment is assessed on a complete/incomplete basis.

*3 points Orientation Quiz*

The assignment is part of the first module getting to know the syllabus and class requirements. This assignment may be repeated until you reach full credit.

*3 points Meet with the Professor*

Drop by Zoom office hours or schedule a Zoom office hours appointment with me at least one time during the semester. This assignment allows you to get to know your professor and practice the skill of engaging with supervisors and colleagues to ask for feedback or guidance pertaining to your career objectives. Plan ahead and come prepared with questions/topics to discuss regarding your career development, and don't leave this to the end of the semester since appointments get booked quickly during peak advising periods. You are also welcome to visit frequently throughout the semester! (Due date is flexible throughout the semester, but must be completed by 4/29/25)

*3 points Career Fair Strategy*

Create and share your job fair strategy with classmates.

*3 points Big Interview Tool Reflection*

You will test out the Big Interview tool available through the Career Center and reflect on how you performed.

*3 points Job Fair Experience/Career Center Event Reflection*

You will attend and reflect on one Career Center job fair or similar professional development event. If you are not able or ready to make one of the live job fair dates, you can participate in another webinar event from the Career Center (recordings will be available to registered participants so you may also participate asynchronously). Alternatively, you can make an appointment with a career counselor to talk about approaches to career fairs, other opportunities, or your career objectives. (Due date is flexible throughout the semester, but must be completed by 4/28/25.)

*3 points Reflecting on Sociology, Skills, and Explaining the Discipline*

You will complete a reflection on who you are, what you've learned, and where you want to be in the future given your experience with the sociology major.

*3 points Occupation Exploration*



You will search for potential occupations using SJSU Career Center tools along with other online tools to identify 3 to 5 career options that are of interest to you.

*3 points      LinkedIn Profile Post*

You will create or modify your LinkedIn profile, connect with 3 SJSU alumni on LinkedIn, reflect on your experience, and give feedback to a classmate.

*3 points      Respond to Op-Ed*

In preparation for writing your own applied sociology project, you will be reading some examples of op-eds. You will post a reflection response to one of the readings.

## Job Search/Grad School Assets Category (32 points)

These assignments are stand-alone assignments that each have their own credit weight. They may be turned in via individual Canvas uploads or to discussion boards for feedback, but they are separate from the Participation, Class Engagement, and Professionalization grade category above. More information will be provided in Canvas.

*7 points      Elevator Pitch Written/Video*

You will draft and record a video of your elevator pitch, which is a short introduction to who you are and what you can bring to an organization.

*7 points      Career Self-Assessment Reflection*

You will engage in a self-assessment of your career readiness, skills, and what you are looking for in a position or create a detailed 5-year plan.

*7 points      Resume and VMOCK Assessment OR Cover Letter or Grad School Statement of Purpose and Peer Review*

*Resume Option:* You will complete a resume and use the VMOCK tool to evaluate where you can improve your document.

*Cover Letter or Grad School Statement of Purpose Option:* You will produce a cover letter or grad school statement of purpose (depending on your post-college plans). You will also provide feedback to classmates as part of a peer review. This assignment must be turned in on time.

*11 points      Digital Portfolio*

You will create a digital portfolio curating your cover letter/statement of purpose, resume, elevator pitch (as your about me statement), skills, and project summaries in one online location.

# Practicing and Reflecting On Sociological Skills Category (18 points)

7 points      Choose 1: Informational Interview OR Census City Search

*Informational Interview (AKA Revisiting Qualitative Skills) Option:* You will complete a 30-minute informational interview with someone who has a career that interests you or is in a graduate program that interests you. The objective is to learn more about potential paths and practice qualitative interviewing.

*Census City Search (AKA Revisiting Quantitative and Numerical Literacy Skills) Option:* You will complete a demographic assessment of a city you anticipate finding a job in or living in using Census tools. The goal is to practice quantitative literacy.

11 points      Diversity, Equity, Inclusion, and Belonging (DEIB) in the Workplace

The assignment objective involves transferring sociological concepts, training, and skills to the workplace and real-world applications. You will read Tulshyan's book, *Inclusion on Purpose*, and additional materials on DEIB in the workplace. Then you will create a deliverable that has utility in potential workplaces, graduate school, or civic activities. The assignment will demonstrate original and developed thought, creativity and presentation, and engagement with classmates. This product may be used in your final portfolio as a writing/project sample if polished. The assignment will be assessed based on completing all components of the guidelines. More detailed instructions will be provided in Canvas.

## ✓ Grading Information

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### Determination of Grades

In this course, I will be using an “ungrading” approach to assessment. Here is some language from Dr. Jesse Stommel, an expert in ungrading pedagogy that elaborates on this method:<sup>[1]</sup>

“This course will focus on qualitative not quantitative assessment... While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you’re expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date.”

What this means for you is that your final grades will be determined through a labor-based contract of completed work that meets the minimum criteria for each specific letter grade. You will be able to choose your final course grade based on the proportion of work you decide to complete for the overall course and your self-evaluation. With that said, I encourage you to complete all of the work because it will help you in your job search and success after graduation. The assignments themselves will not earn graduated letter or point grades, but major assignments will receive qualitative feedback from me or your peers to help you grow as you progress in the class. Each individual assignment is awarded full credit for a good-faith effort

to meet the guidelines for completion; if an assignment is missing key elements required for completion, it may earn partial credit or an incomplete mark (no credit), and for some assignments you may have an opportunity to resubmit within a specified time period, usually one week.

## Labor-Based Grade Contract

<b>Grading Scale (grades calculated on 74 points total)</b>		<b>Required Work</b>
A- grades	A-grade = 93 to 100%, A-minus = 90 to 92.99%	Must complete 90% or more of the assigned work to reach the A-range.
B- grades	B-plus = 88 to 89.99%, B = 83 to 87.99%, B-minus = 80 to 82.99%	Must complete 80% of the assigned work to reach the B-range.
C- grades	C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%	Must complete 70% of the assigned work to reach the C-range.
D- grades	D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%	Must complete 60% of the assigned work to reach the D-range.
F- grade	F = 0 to 59.99%	This grade range is assigned to students who only finish assignments that total less than 60%.

- The weights of individual assignments are provided above in the Course Requirements section.
- Grade percentages are not rounded up or down.
- Please keep all work until final grades have been issued (and beyond to contribute to the portfolio of work you may show your potential employers). Any appeals of the credit for any assignment must be submitted to me in writing within 5 days specifying how an error was made in the assignment of grades/completion assessment. Re-evaluations are not done over e-mail, they require an appointment and take into account previous unnoticed strengths and weaknesses; your grade may be increased or lowered as a result.
- Please make an appointment to discuss grades during office hours—while I cannot discuss grades over email, I'm happy to talk with you over Zoom about this topic.

- If you need a grade verification filled out, please schedule an appointment to complete it and provide the paperwork ahead of time—I will not be able to sign it on the spot during drop-in office hours.

## Due Dates and Late Work

In the workforce, it is important to meet due dates for tasks and projects to show your supervisors that you are a responsible employee who contributes to the organization's success in meeting its objectives. Likewise, assignments in this course are due on the dates noted below and on Canvas to facilitate your forward progress in the course and so that you can give, receive, and incorporate feedback. To this end, it is your responsibility to ensure that the correct assignment file is uploaded to Canvas and turned in on time.

Most assignments will have a flexible one-week rolling deadline grace period during which time a “best by” due date will be posted, but you do not need to request permission for late assignments. **Please note that while I do not take off points for turning in late work within the rolling deadline period, you may often miss out on valuable feedback from peers and the professor, so it's recommended that you aim to be consistently on time.** After the rolling deadline window, the assignment will close on Canvas to help you keep on track with the course. **If you will need to turn in a late assignment beyond that point due to emergency or other unforeseen circumstances (e.g., illness, mental well-being, family emergency, etc., though you do not have to disclose the exact reasons to me), contact me as soon as possible and we can make alternative arrangements for you to turn in the assignment without grade penalty.** Vacations, weddings, other classes' deadlines, extracurricular activities, or other non-emergencies are generally not grounds for late work, but you are welcome to turn in your assignments earlier if needed to accommodate these types of circumstances. **Some time-sensitive assignments and exercises cannot have rolling deadlines or earn late credit (such as when your classmate is waiting for feedback, or when assignments need to be processed before final grades are due from faculty).** I will let you know ahead of time which assignments' due dates are not flexible.

**Covid-19 and other societal impacts:** We are still feeling the impacts of a global pandemic as well as social and economic unrest that are affecting many of us, particularly groups of color and other socioeconomically marginalized communities in our world. Many of us may be experiencing issues that impact our health, children, families, employment, access to technology, and overall well-being. **If you are encountering challenges that are affecting your ability to complete your coursework, please contact me as soon as possible.** I am happy to assist in creating a plan to help you find resources and work towards completing the course assignments to achieve a passing grade.

## Extra Credit

There are no planned extra credit assignments at this time. If opportunities arise, they would be worth one point added to the Discussion Board Participation/Class Engagement Exercises category. Extra credit opportunities will be posted on Canvas if they become available. Completing an assignment may really only help if you have a borderline grade, but will not have a large impact overall so focus on completing the regular assignments.

[1] Thanks to Dr. Liz Koslov for this material. For more on ungrading, see Stommel, "[Ungrading: An Introduction](#)" and "[How to Ungrade](#)," as well as this recent article in the *Los Angeles Review of Books*, "[Toward a Non-Dogmatic Pedagogy: On Susan D. Blum's 'Ungrading.'](#)"

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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# SOCI 181B SOCIOLOGY CAREER CAPSTONE, SPRING 2025, COURSE SCHEDULE

(The list below includes one or two core readings as a topic example; modules include other read/watch materials and detailed information is found in Canvas; subject to change with fair notice via Canvas/Email)

<b>Week</b>	<b>Week Start Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/20	First Day of Instruction: 1/23/25 Module 1. Welcome to SOCI 181B -Introductions to Course/Syllabus Overview
2	1/27	Module 2. Job Fair/Career Center Experience -"The Career Fair Game Plan" -"How to Use Networking to Find a Job" -"How to Land a Job Through Networking"
		<i>Three Introductory Assignments Due on 1/27/25, Respond to Introduction Posts by 1/30/25</i>

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
3	2/3	<p>Labor Day Holiday 9/2/24</p> <p>Module 3. Sociology: What You've Learned and What You Can Do With It</p> <p>-American Sociological Association. 2013. <i>21st Century Careers with an Undergraduate Degree in Sociology</i>. 2nd ed. American Sociological Association.</p> <p>-“What is Applied Sociology”</p> <p>“10 Jobs That Are Great for Sociology Majors (Plus Expert Advice on How to Land One)”</p> <p>-“NACE Career Readiness Competencies”</p>
		<p><i>Career Fair Strategy and Big Interview Due on 2/3/25</i></p> <p><i>Job Fair Experience/Career Center Event Reflection Assigned and Due on 4/28/25</i></p>
4	2/10	<p>Module 4. Self-Assessment</p> <p>-Lambert, Stephen. 2008. “The Self-Assessment.” Chapter 1 in <i>Great Jobs for Sociology Majors</i>. McGraw-Hill Education.</p> <p>- Clark, “How to Repair a Damaged Online Reputation”</p>
		<p><i>Elevator Pitch and Reflecting on Sociology, Skills, and Explaining the Discipline Assignments Due on 2/10/25</i></p>
5	2/17	<p>Module 5. Researching Jobs and Labor Markets</p> <p>-SJSU Career Center, “Job/Internship Search Guide”</p> <p>-Crosby, “Informational Interviewing: Get the Inside Scoop on Careers”</p> <p>-University of Michigan, “Informational Interviewing”</p>

<b>Week</b>	<b>Week Start Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<i>Career Self-Assessment Reflection Due on 2/17/25</i>
6	2/24	Module 5. Researching Jobs and Labor Markets (continued)
		<i>Occupation Exploration Due on 2/24/25</i>
7	3/3	Module 6. Creating Your Job Search/Grad School Assets  -Ferrante, "Building a Resume While Pursuing a Degree in Sociology"  -SJSU Career Center, "Resume/Cover Letter Guide"
		<i>Census City Search OR Informational Interview Due on 3/3/25</i>
8	3/10	Module 6. Creating Your Job Search/Grad School Assets (continued)
		<i>LinkedIn Profile Due 3/10/25</i>
9	3/17	Module 6. Creating Your Job Search/Grad School Assets (continued)
		<i>Resume Option Due on 3/17/25</i>
10	3/24	Module 7. Applying Sociological Thinking and Skills: Diversity, Equity, Inclusion, and Belonging in the Workplace  -Tulshyan book, <i>Inclusion on Purpose</i>
		<i>Cover Letter/Grad School Statement Option Due on 3/24/25. Peer Review Feedback Due on 4/8/25</i>

<b>Week</b>	<b>Week Start Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	3/31	Spring Break
12	4/7	Module 7. Applying Sociological Thinking: Diversity, Equity, Inclusion, and Belonging in the Workplace (continued)
		<i>Respond to Op-Ed Due 4/7/25</i> <i>Peer Review Feedback Due on 4/8/25</i>
13	4/14	Module 7. Applying Sociological Thinking: Diversity, Equity, Inclusion, and Belonging in the Workplace (continued)
14	4/21	Module 8. Putting it All Together: Creating a Portfolio -“What is a Work Portfolio? (Plus How to Build One)” -“How to Design a Digital Portfolio”
		<i>Diversity, Equity, Inclusion, and Belonging Assignment Due 4/21/25</i>
15	4/28	Module 8. Putting it All Together: Creating a Portfolio (continued)
		<i>Last day to complete Job Fair Experience/Career Center Event Reflection 4/28/25</i> <i>Last day to complete Meet the Professor Assignment During Office Hours/Appointment 4/29/25</i>
16	5/5	Module 8. Putting it All Together: Creating a Portfolio (continued)



Week	Week Start Date	Topics, Readings, Assignments, Deadlines
17	5/12	Module 8. Putting it All Together: Creating a Portfolio (continued)  Last Day of Instruction: 5/12/25  Final Exam Period: Thursday, 5/15/25 from 7:45 PM to 9:45 PM  <i>-Final Portfolio Assignment due on Canvas at the End of Final Period</i>

Special thanks to Professor Preston Rudy, Professor Chris Cox, Dr. Noriko Milman, Professor Mary Scheuer Senter, and the SJSU Career Center for guidance and resources used in designing this class.

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