



To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

## **BGS 405 01W – Capstone: Designing Your Life COURSE SYLLABUS**

### **INSTRUCTOR INFORMATION**

Instructor: Bethany Ferrall, MS (she, her, hers)

Office Location: Online

Office Hours: By Virtual Appointment – Schedule an [appointment in Handshake](#) using type Career Coaching, Other.

Phone: 903-689-3211 (Text preferred)

University Email Address: [Bethany.Ferrall@tamuc.edu](mailto:Bethany.Ferrall@tamuc.edu) (preferred)

Preferred Form of Communication: E-mail

Communication Response Time: 24-48 hours

### **COURSE INFORMATION**

#### **Textbook(s) Required**

Burnett, B., & Evans, D. (2016). Designing Your Life: How to Build a Well-Lived, Joyful Life. Knopf. ISBN: 9781101875322

#### **Supplemental Materials**

Links and files will be provided in the document sharing tab within the course.

### **COURSE DESCRIPTION**

This course is intended to be taken at the end of a student's college career, and uses design thinking to address the 'wicked problem' of designing your life and career. The course employs a design thinking approach to help students from any major develop a constructive and effective approach to finding and designing their vocation after A&M Commerce and prepares students to articulate their marketable skills to future employers. Topics include the integration of work and worldviews, the realities of engaging the workplace, and practices that support vocation formation throughout your life. The capstone assignment is the creation of an action plan following your A&M – Commerce graduation and draws upon skills, knowledge, and key assignments.

### **STUDENT LEARNING OUTCOMES**

Completion of this course provides the student with the knowledge to:

- Understand Design Thinking and appropriate mindsets/dispositions and how it differs from traditional thinking
- Understand the principles of design thinking, and be able to explain how they can use this technique to better understand the challenges their work faces due to technological disruption
- Design a plan that will guide their career and academic decision making
- Evaluate how to design their lives in the changing landscape of work
- Uncover the importance of skill development throughout their well-designed lives and the need to continue lifelong learning
- Use design thinking to demonstrate a growth mindset that is an essential foundation for life design.

- Practice the skills of self-management and wayfinding to chart a personal life and career path.
- Integrate educational and career planning strategy to design a successful post-A&M Commerce life
- Apply proven story-telling techniques to persuade and influence others

### **Regular and Substantive Course Interaction**

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a semester.

Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty.

## **COURSE REQUIREMENTS**

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

## **ASSESSMENT**

- Participation (10%)
- Life Design Activities (30%)
- Career Research Activities (20%)
- Odyssey Plan and Presentation (15%)
- Career Capstone Project (25%)

Participation (10%): Your active, informed participation is essential for doing well in this course and designing your life. Essentially, your perspective is essential to the conversation. Therefore, your preparation and participation in each week's assignments is important, specifically, completing assigned readings before the class and completing weekly journal prompts. For full participation credit, students should complete the initial introduction post, mid semester check in post, the wrap up discussion post in week 16, and complete thoughtful journal entries (weekly prompts in D2L).

Life Design Activities (30%): Students will complete a variety of life design activities throughout the semester – detailed instructions and worksheets are available in D2L.

- Worldview/Workview (10%): Students will create a Worldview and a Workview. Students will be challenged to recognize that connecting the dots between who you are, what you do, and what you believe, increases coherence and meaning making.
- Work/Love/Play/Health Dashboard (10%): Students will assess their current state of work, love, play, and health and reflect on how those components impact the design of their lives.
- Energy Management Worksheet (10%): Students will experience a shift in mindset from time management to energy management. There is worksheet and exercise to be completed to evaluate energy and determine themes for actionable change.

**Career Research Activities (20%):** Research is an invaluable step in the career development process. To determine if a profession is right for you, begin by learning about it and how it fits YOU. You are strongly encouraged to utilize your career coach and the resources available in the career center for guidance. If you are unsure who your career coach is, email the instructor. **Details for each assignment are available in D2L.**

- **Complete You Science Assessment (5%)** This information will not only help you succeed in this class, but will also serve as a tool for getting to know yourself, verbalizing your strengths and weaknesses, and help you make informed career decisions.
- **Career Research Paper (5%):** Utilize O\*Net, Vault, YouScience, Bureau of Labor Statistics and additional online resources to write a 2-3 page research paper on the career that most interests you from your YouScience assessment. Find 3-5 online listings for jobs that fit this career and insert the links as a section at the end of your paper. Include a screenshot of the job posting/description as well as the live link.
- **Complete a Job Application Packet (5%):** Utilize the career that most intrigued you from the assessment and meet with your career coach to create a resume and cover letter, and complete a mock interview that would be used in your application for this position.
- **Complete a Mock Interview (5%):** Complete a mock interview using the virtual interview system, Big Interview, and submit the sharing link to the assignment folder.

**Odyssey Plan & Presentation (15%):** Students will create three alternative five-year plans using the worksheets provided in class. Students will be required to provide each alternative a descriptive six-word title and write down three questions that arise out of each version of the student. On the worksheet, student will complete a gauge on the dashboard – ranking each alternative for resources, likability, confidence, and coherence. Once you complete the worksheet, you will record and submit a 3-5 minute presentation to D2L explaining your odyssey plan.

**Career Capstone Project (25%):** Students will complete a Career Capstone Project, which is a “passion” project that requires students to demonstrate their interest(s) in learning about a particular topic. This could potentially come out of the Odyssey Plan or another element of the course. Ideally, the focus would be in an area of interest and anticipate pursuing after graduation (a specific role, industry, or organization, a hobby, additional education, a side gig, or research project, etc.). Through the Career Capstone Project students should focus on a topic they are interested in learning, discovering, researching more. More details provided as we progress through the components of the course.

## **GRADING SCALE**

Percentage

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or below

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

### ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

#### Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 hours, provided the correspondence follows the requirements listed below. Students are encouraged to check their university email daily.

All emails from students should include:

- Course name and subject in the subject line (ex. ORGL 3322 – Posttest)
- Salutation
- Proper email etiquette (no "text" emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **TAMUC Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)  
[Undergraduate Student Academic Dishonesty Form](#)

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit <http://www.tamuc.edu/counsel>.

## COURSE OUTLINE / CALENDAR

Any changes to the following course outline will be announced in the announcements of D2L. It is your responsibility to check them each week.

Assignment are due on each specified date by 11:59pm, unless otherwise noted in D2L. **Due dates are subject to change and will be updated in D2L.**

		DUE DATE
<b>Week #1</b> Course & Class Introductions	<b>Watch:</b> Professor video about course introduction, syllabus review, due dates, set course norms & expectations & career coach introduction <b>Purchase:</b> Textbook (Designing Your Life) <b>Due:</b> Journal #1   Introduction Discussion Post	1/16/22
<b>Week #2</b> Design Thinking Introduction	<b>Read:</b> B&E Introduction & Chapter 1, <a href="#">Design Thinking article</a> , <a href="#">Life Design article</a> <b>Due:</b> Journal #2	1/23/22
<b>Week #3</b> Navigating Dysfunctional Beliefs & 'Wicked Problems'	<b>Watch:</b> <a href="#">Three Dysfunctional Beliefs</a> <b>Introduce:</b> Worldview and Workview   Work, Love, Health, Play Dashboard Assignment <b>Read:</b> <a href="#">What are Wicked Problems?</a> <b>Due:</b> Journal #3	1/30/22
<b>Week #4</b> Worldview and Workview	<b>Read:</b> B&E Chapters 2 & 3 <b>Due:</b> Worldview/Workview Assignment   Work/Love/Play/Health Dashboard   Journal #4	2/6/22
<b>Week #5</b> Discovering you BEFORE Designing Your Life	<b>Read:</b> Career Assessments   Introduction to ONETOnline & YouScience <b>Introduce:</b> Career Research Project & YouScience Assessment Assignment <b>Due:</b> Journal #5   Check your leomail for an assigned YouScience code & begin assessment	2/13/22
<b>Week #6</b> Wayfinding & Brainstorming	<b>Read:</b> B&E Chapters 3 & 4 <b>Due:</b> Journal #6   YouScience Assessment Assignment	2/20/22
<b>Week #7</b> Prototyping & Odyssey Plans	<b>Watch:</b> All videos in this series: <a href="#">Odyssey Plans</a> <b>Introduce:</b> Odyssey Plan & Presentation <b>Read:</b> B&E Chapters 5 & 6 <b>Due:</b> Journal #7   Mid-Course Check-In Discussion Post   Career Research Paper	2/27/22
<b>Week #8</b> Odyssey Plan Presentations	<b>Introduce:</b> Career Capstone Proposal & Career Capstone Project <b>Read:</b> <a href="#">Odyssey Planning: Re-framing the 'Five Year Plan'</a> <b>Due:</b> Journal #8   Odyssey Plan and Presentation (Video)	3/6/22
<b>Week #9</b> Find Your Flow	<b>Read:</b> David Farmer's " <a href="#">Flow</a> " & <a href="#">Mihaly Csikszentmihalyi</a> <b>Due:</b> Journal #9   Energy Management Worksheet	3/13/22
<b>Week #10</b> Spring Break (March 14-18)	<b>Due:</b> Journal #10   Schedule Appointment with Career Coach in Handshake <b>Reminder:</b> Use spring break to schedule the appointment and brainstorming your capstone proposal!	3/20/22
<b>Week #11</b> Résumés   Cover Letters   Job Search   Graduate School   Interview Process	<b>Watch:</b> Instructional Videos from Career Coach, Chelse Woods <b>Introduce:</b> Application Packet & Mock Interview Assignment (due April 10) <b>Read:</b> B&E Chapter 7 & 8   <a href="#">A&amp;M-Commerce Career Guide</a> (Includes resume & cover letter templates) <b>Due:</b> Journal #11 <b>Reminder:</b> Complete Career Coach Appointment to prep Application Packet and/or get interview help	3/27/22
<b>Week #12</b> Positive Psychology and Decision Making	<b>Read:</b> <a href="#">Decision Making Article</a> & <a href="#">Positive Psychology Article</a> <b>Due:</b> Capstone Proposal   Journal #12 <b>Reminder:</b> Complete Career Coach Appointment to prep Application Packet and/or get interview help	4/3/22
<b>Week #13</b> Personal Branding	<b>Read:</b> B&E Chapters 9 & 10, <a href="#">What is an elevator pitch?</a>   <a href="#">Power of LinkedIn</a>   <a href="#">Personal branding 101</a> <b>Due:</b> Journal #13   Mock Interview   Application Packet (Resume, Cover Letter, Appointment Complete)	4/10/22
<b>Week #14</b> Building Your Team & The Value of Networking	<b>Read:</b> B&E Chapter 11 & Conclusion & <a href="#">The Value of Networking</a> <b>Due:</b> Journal #14 <b>Reminder:</b> Continue working on your Career Capstone Project due next week	4/17/22
<b>Week #15</b> Exceeding Expectations	<b>Read:</b> <a href="#">Navigating the Job Search</a>   <a href="#">Exceeding Expectations in Your New Job</a> <b>Consider:</b> Visiting with your A&M-Commerce Career Coach again for job search strategies and advice based on what you have learned about yourself and the next steps throughout this course <b>Due:</b> Journal #15   Career Capstone Project	4/24/22
<b>Week #16</b> The Next Chapter	<b>Due:</b> Wrap up Discussion Post – What's next?	5/1/22