Miyazaki International College
Course Syllabus
Spring 2018

Course Title (Credits)	CED3: Career Design 3 (1)
Course Designation for TC	N/A
Content Teacher	
Instructor	森重 文一 Fumikazu Morishige
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Office hours	Monday 9:00-17:00
Language Teacher	
Instructor	中原 邦博 Kunihiro Nakahara
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Office hours	Tuesday 10:00-13:00

Course Description:

Students will consider the significance and purpose of studying in college as they engage in objective self-analysis and explore the ways in which they will play their individual roles in modern society.

自己を見つめ、人間としてのあり方・生き方を探求するとともに、望ましい勤労観・職業観を身に付けさせることによって、社会的・職業的自立に必要な能力を育成する。

Course Goals/Objectives:

Students will learn how to research about companies and jobs offered, understand ways to find a suitable profession for themselves and cultivate professional abilities and manner that will be required from them as they become professionals.

企業研究等をとおして職業について探求を深め、自己に適した職業を明確にするとともに、職業人としての実践力を育成する。

Tentative Course Schedule		
Day	Topic	Content/Activities
1 4/6	オリエンテーション Orientation	• 就活スタート • 就職活動をどう乗り切るか • Database 登録と活用方法について • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
2 4/13	就職活動を前に Before you start job hunting	• 「就活スタートアップ講座」 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
3 4/29		• 「一般常識問題テスト（自分の実力を知ろう）」 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
4 4/27		• インターンシップ「応募から参加までの流れ」 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
5 5/11		• JICA セミナー • 小テスト • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
6 5/18	パソコン操作習得 Computer Skills	• Word の操作（基礎編） • （宿題）SPI 問題 • 小テスト • （宿題）e-Portfolio 日誌
7 5/25		• Excel の操作（基礎編） • （宿題）SPI 問題 • 小テスト • （宿題）e-Portfolio 日誌
8 6/1	就職試験対策 Employment Examination	• ＳＰＩ試験概要説明と対策 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌

9 6/8		• ＳＰＩWeb テスト体験 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
10・11		• 自己分析（体験型シミュレーション） • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
6/15		• 自己PR 作成 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
12・13	面接試験の形式と心得 Interview format	• キャリア教育講座①自己分析 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
7/6		• キャリア教育講座②自己分析 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
14 7/13		• 個人・集団面接・グループディスカッション対策 • （宿題）SPI 問題 • （宿題）e-Portfolio 日誌
15 7/20	まとめ Course review	• 就職活動全般について • （宿題）e-Portfolio 日誌 • 小テスト

Required Materials:

The textbooks for this course will be given to you at the beginning of classes. The SPI homework assignments will be extracted from it and will follow the book chronology.

The e-Portfolio Journal is available online and it is accessible anywhere in the world (no excuses for late submissions).

The SPI homework MUST be handed in with the original paper. No additional copies will be handed out.

Course Policies (Attendance, etc.)

Student Responsibilities

As a class member, you are responsible for attending all classes and arriving on time, for participating when required and for completing and handing in all assigned work.

Class Behavior

As we will be welcoming many external speakers/lecturers to this class, it is very important that you behave properly. Please pay attention to the following items:

- Use of cellphones is strictly prohibited
- Taking notes is a very good practice. Making other class homework during our class is not.
- Making comments about the lecture to your peers is acceptable; talking is not.

Attendance and Lateness

- You can be absent a maximum of 3 times
- If you are more than 10 minutes late, you will be given an absence
- Two lateness are equal to one absence

If you sum up more than 3 absences (e.g. 2 absences and 3 lateness), you will be asked to withdraw from the course. Failing to do so will result in an automatic "F" grade.

Homework

The SPI homework should be handed in at the beginning of every class. All homework submitted after that will be considered late and have a penalty applied to it (50%). Late homework assignments can be handed in until next class or will not be counted.

The e-Portfolio journals must be written within a week of every class. For e-Portfolio assignments, the timestamp in your journal entry will serve as proof of submission.

Excused Absences

Because most of our classes will be given by external guests, it is impossible to make up for those classes even if you get an Excused Absence Form.

If you need to be absent from many classes, talk to the instructor during the first week of classes to make proper arrangements.

Late Assignments

It is your responsibility to look for the instructor and check what assignments are due. There will be no e-mail reminders and no second chances.

Class Preparation and Review

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework.

The SPI exercises are done for your own benefit. Try to solve them alone before looking for help.

The e-Portfolio journal will help you continue learning even after you leave the classroom. Make sure you write down all your thoughts as it serves to review class content.

Grades and Grading

The grade for this course will be assigned as follows:

- Database input **10%**

  Completing the information in the MICDB will grant you 10% of your grade. Think of it as a bonus and do it as soon as possible. The deadline is by the end of first month of classes.

- Homework (SPI) **20%**

  Handing in your SPI homework at the beginning of every class (14 in total) will grant you another 20%.

- Small Tests/Essays/Reports **20%**

  By doing the small tests and handing in the required essays and reports, you will get another 20% of your grade.

- E-Portfolio Journal entries **20%**

  Each journal entry in your CED journal accounts for 2 points in your final grade. Make sure you have at least a paragraph (6 sentences) in your writing; otherwise, the journal entry will not count.

- Final Test/Essay **30%**

  The final test is an SPI test and an essay. Make sure you study using the SPI book given to you. In addition, extra SPI lessons are offered during the semester. Make sure to attend as many as you can.

You will receive a mid-term report to let you know how you have been doing up to that point.

Methods of Feedback:
In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.

Diploma Policy Objectives:
Work completed in this course helps students achieve the following Diploma Policy objective(s):
3: The ability to identify and solve problems
4: Advanced communicative proficiency in both Japanese and English
5: Proficiency in the use of information technology

Notes:

文部科学省から採択された 大学教育再生加速プログラム Acceleration Program		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	I had no idea that this student was even enrolled in my class ←that is how underwhelming this student's performance was!
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					