Lessons for Week One: What it Means to Work in the 21st Century—an Overview

MONDAY: 10-2-06

- **Reading:** Introduction to *What Should I Do With My Life* by Po Bronson. *(In Class.)*
- **Writing:** What do I like to do and why?
- **Class Activities:** Introductions, in-class reading, in-class writing.

I Roll and Crashers (10 min)

II Syllabus Run Through (20 min)

III Intros (25 min)
   A. Getting to Know You Interviews (10 min)
   B. Introduce with name and one fact (15-20 min)

IV Break (10 min)

V In-Class Reading (15-25 min)
   A. Read intro to Bronson.
   B. Answer these questions in your group:
      a. How do you define success in a job or career?
      b. How you think Bronson defines success in a job or career?
      c. What do you think is the most important thing a job or career should offer to a person?
      d. What do you think Bronson thinks is the most important thing a job or career should offer a person?
   C. Get a couple of volunteers to respond to the questions.
   D. **Key Question:** What sort of career do you want after college, and why do you want that *particular* career?

VI In Class Writing (15 min)
   A. Prompt: What sort of career do you want after college, and why do you want that *particular* career? Describe, in as much detail as possible, what the career will entail, how it will reward you, and the meaning it will have in your life.
   B. Get a couple of folks to share.

V CAT/Hand out the Reading for Tuesday (5 min)
   A. What is one thing you learned about this class today?
   B. What is one question that you have about the way this class will work after our class meeting today?

WEDNESDAY: 10-4-06

- **Reading:** Introduction to Robert Reich’s *The Future of Success* and Chapter One *(in packet)* and “The Chemical Engineer Who Lacked a Chemical” from *What Do I Want to Do with My Life* *(in packet)*.
- **Class Activities:** In-class writing, discussion of texts, “What do you Want from Life” exercise, and brainstorming for possible careers and courses of study to research.
WEDNESDAY: 10-4-06

- **Reading:** Introduction to Robert Reich’s *The Future of Success* and Chapter One (in packet) and “The Chemical Engineer Who Lacked a Chemical” from *What Do I Want to Do with My Life* (in packet).
- **Class Activities:** In-class writing, discussion of texts, “What do you Want from Life” exercise, and brainstorming for possible careers and courses of study to research.

I  Discussion of Reich and “Chemical” (30-40 min)
   A. Get students to discuss this prompt: Answer one of the two questions below—realizing that a given question is tied to a particular reading:
      a. What does Reich mean when he says that we are living in the age of the “great deal”, and what do you think is the significance of living in this age?
      b. What do you think is the most important thing you picked up from reading “The Chemical Engineer who lacked a Chemical”? Why do you think it is important?
   B. Get together in a group, based upon what you wrote about, then come up with a combined answer to the question that you just wrote about. Also, write down and ask one question to the whole group.
   C. **Wrap Up Questions:**
      a. What did you think about the writings? How do they tie in with your experience as a worker?
      b. What do you make of the phrase, “The New Economy?”
      c. **Key Question:** What do you see as the advantages and disadvantages of discussions of pieces online?

Break: 10 min

II  Resume Work (25 min)
   A. Give the assignment sheet and rubric
   B. Show a sample of bad resumes:
      c. [http://www.funny2.com/resume.htm](http://www.funny2.com/resume.htm)
      d. [http://www.thehumorarchives.com/joke/Bad_resume](http://www.thehumorarchives.com/joke/Bad_resume)
   C. Next give them a set up from [http://owl.english.purdue.edu/workshops/hypertext/ResumeW/](http://owl.english.purdue.edu/workshops/hypertext/ResumeW/).
   D. Have them fill out as much as they can in these categories:
      a. Contact Information:
      b. Objective:
      c. Education:
      d. Experience:
      e. Honors and Awards:
   E. Show them yours—tell them to bring their work into class on Monday,

III  Looking at Sample Resumes (20 min) [GET SAMPLES FROM OFFICE]
   A. Get into groups.
   B. Read both resumes, and answer this question: which person would you be more likely to hire for a position at an establishment (you get to choose a general firm/restaurant/whatever) that you run. **Come up with three reasons why a person wins out, and three reasons why the other person doesn’t.**
   C. After you are done discussing the issue of who to hire, write down your answers on the appropriate part of the board.
   D. **BE READY TO TALK ABOUT THIS AS A GROUP.**

III Brainstorming for Area to Research (20 min)
   A. Hand out the Assignment and Rubric.
   B. Go over.
C. **Prompt:** Take five minutes and write down everything, in terms of jobs, employment, or work, that you might be interested in researching and working towards for your final researched essay.

D. **Create master list and post it to the website.**

IV  Explain Gig Readings (5 min)
   A. Be sure to explain how readings will work and what they should read and be ready to discuss.
   B. Have them bring 2 copies of their resume to class.

**Week Two: What it Means to Work in the 21st Century—an Overview**

**MONDAY: 10-9-06**
- **Reading:** Introduction to Gig and self-chosen selection (in packet).
- **Class Activities:** In-class writing, peer review, work with Gig readings, and introduction to résumé

**WEDNESDAY: 10-11-06**
- **Reading:** Robert Reich’s “The Lure of Hard Work” from The Future of Success (in packet).
- **Writing:** First draft of résumé due today.
- **Class Activities:** In-class writing, discussion of Reich, introduction to résumés, and work on what you might research.