

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:
 - a. <http://www.nelsonjobs.com/CareerCenter/ResumeBad.aspx>
 - b. <http://www.careers.unsw.edu.au/careerEd/jobApplications/resumes/badResume.aspx>
 - c. <http://www.funny2.com/resume.htm>
 - d. http://www.thehumorarchives.com/joke/Bad_resume
- C. Next give them a set up from <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.