**Faculty of Education and Arts**  
**School of Humanities & Social Science**  
http://www.newcastle.edu.au/school/hss/

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**Newcastle Campus**  
University Drive,  
Callaghan 2308  
Room: MC127 McMullin Building  
Phone: 4921 5213  
Office hours: 9:00am – 5:00pm  
Fax: 49 21 6933  
Email: Humanities-SocialScience@newcastle.edu.au  
Web: http://www.newcastle.edu.au/school/hss/

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### HUMA1001 - Career Development for BA Students

**Course Outline**

<table>
<thead>
<tr>
<th>Course co-ordinator: Hugh Craig</th>
<th>Careers convenor: Janice Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room: McG28A</td>
<td>Ph: 02 49215588</td>
</tr>
<tr>
<td>Ph: 02 49215212</td>
<td>Email: <a href="mailto:Janice.jackson@newcastle.edu.au">Janice.jackson@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Fax: 02 49216933</td>
<td></td>
</tr>
<tr>
<td>Consultation hours: Monday 11-1</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:hugh.craig@newcastle.edu.au">hugh.craig@newcastle.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

**Semester**: Semester 2 - 2009  
**Unit Weighting**: 10  
**Teaching Methods**: Seminar

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**Brief Course Description**

The course explores conceptual structures through which to understand careers for Bachelor of Arts graduates, and will develop students' awareness of their own place within these careers. Throughout there will be an emphasis on the core skill of written communication necessary for the successful completion of the Bachelor of Arts and for related careers. Sections of the course will be devoted to understanding general patterns of personal preferences, values, and social capital in relation to careers; to exploring the core competencies and career opportunities relevant to the Bachelor of Arts; and to understanding the options available within the Bachelor of Arts program, possible future career directions, and the factors involved in making strategic choices in study and career.

**Contact Hours**

Seminar for 2 Hours per Week for the Full Term

**Learning Materials/Texts**

A list of readings will be made available on the course Blackboard site

**Course Objectives**

There is a growing body of evidence that suggests the effectiveness of tailored career development theory and practice that is integrated into learning content. Professional programs are delivered within a career development framework incorporating theory, skill development and professional practice. Rather than delivering a _one size fits all_ career development module for students across various programs, a credit-bearing course, tailored to the Bachelor of Arts program, is proposed.

The course is the outcome of the 2007 "First Year Student Experience Bachelor of Arts" Project and draws on associated first year experience literature.

**Course Outline Issued and Correct as at**: Week 1, Semester 2 - 2009

**CTS Download Date:** 9.7.09
Students will gain a conceptual structure through which to understand careers for Bachelor of Arts graduates, will improve their awareness of their own place within these careers, and will develop an open-ended career portfolio. The course will be followed up by an informal mentoring programme and non-credit Careers Service sessions for 2000 and 3000 level Bachelor of Arts students. Throughout there will be an emphasis on the core skill of written communication necessary for the successful completion of the Bachelor of Arts and for related careers. Preparation for each assignment will include instruction in rules and techniques for good writing.

Course Content
Students will gain a conceptual structure through which to understand careers for Bachelor of Arts graduates, will improve their awareness of their own place within these careers, and will develop an open-ended career portfolio. Throughout there will be an emphasis on the core skill of written communication necessary for the successful completion of the Bachelor of Arts and for related careers. Preparation for each assignment will include instruction in rules and techniques for good writing.

The curriculum for the course will broadly follow the following outline, though there may be omissions and additions according to felt needs.

Sections

I Self-awareness
Aims: To understand general patterns of personal preferences, values, and social capital in relation to careers, and to explore these in relation to oneself.

Sessions:
Theoretical: a survey of the major career development models and concepts of 'career', and of recent writing on emerging patterns in careers and career choice
Practical: application of the main themes of career development models through practical exercises in understanding the individual's own values, interests, innate abilities, skills, social and cultural situation.

II Opportunities
Aims: to explore core competencies and career opportunities relevant to the Bachelor or Arts.

Sessions:
Theoretical: * The historical foundations of the Bachelor of Arts program from both an international and local perspective: scholarship and career.
* University Graduate Attributes and the Bachelor of Arts program
* Introduction to the basic concepts and principles of academic writing and critical analysis.
* Opportunity readiness: labour market issues for Arts and Humanities graduates: Guest lecturers from career areas related to Arts

Practical: * Writing and debating exercises
* Career research exercises

III Decision-making and planning
Aims: to understand the options available within the Bachelor of Arts program and possible future career directions. To understand the factors involved in making choices. To increase confidence in self management and writing skills in university studies and beyond.

Sessions:
Theoretical: * The University of Newcastle structure and rules for the Bachelor of Arts program: pathways and discipline combinations
* Critical evaluation of information; decision making theory; models for planning; pros and cons of planning

Practical: * Personal goal setting and planning exercises
* Resume writing as an instance of the intellectual challenges and skills of writing in general (assembling data, crafting sentences, persuasive rhetoric)
* Self management skills for university study: time management, self directed learning, presenting to groups, assignment writing and exam preparation as project management

(4) Assessment

(i) Self-assessment report, based on structured exercises and extended reflection and showing an understanding the student's own situation and of theoretical models

(ii) Detailed and contextualised survey of opportunities, following research into a career of interest to the individual student, published to the class via Blackboard.

(iii) Personal career development plan, with supporting discussion, and including a current resume.

(iv) Portfolio (assessments I-III edited and updated)

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Three written assignments due at various stages in the semester (a self-assessment report; a survey of career opportunities; and a career development plan, each 25%) plus a portfolio with updated versions of the three items, due at the end of semester (also 25%).</th>
</tr>
</thead>
</table>

Assumed Knowledge

None

Callaghan Campus Timetable

HUMA1001 CAREER DEVELOPMENT FOR BA

Enquiries: School of Humanities and Social Science

Semester 2 - 2009

Seminar Monday 9:00 - 11:00 [MCLG59]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

  a) falsification of data;
  b) using a substitute person to undertake, in full or part, an examination or other assessment item;
  c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
  d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
  e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
  f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>City Precinct</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>City Hub &amp; Information Common, University House</td>
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<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
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<tr>
<th>Central Coast Campus (Ourimbah)</th>
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<tbody>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Website</th>
<th>General enquiries</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td><strong>Callaghan, City and Port Macquarie</strong></td>
</tr>
<tr>
<td><strong>Rules Governing Undergraduate Academic Awards</strong></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><strong>Rules Governing Postgraduate Academic Awards</strong></td>
<td><strong>Ourimbah</strong></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Phone: 02 4348 4030</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td></td>
<td><strong>The Dean of Students</strong></td>
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</tbody>
</table>
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

------------------------------------------------------------------- End of CTS Entry -------------------------------------------------------------------

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Online submission to Turnitin

Students should submit an electronic version of assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/. No hardcopy submission is required.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Assignment Re-submission

As this is a 1000 level course a student who fails the first assessment item will be allowed to correct errors and re-submit the assignment for a capped mark of 50% of the available marks for the assessment item.
Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students will be given feedback on assignments via Blackboard.


Preferred Referencing Style

In this course, it is recommended that you use the use the Modern Language Association of America (MLA) in-text referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ 

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

Assignment 1: Self-assessment (25%)

1. Choose one of the theoretical models for career development and self-assessment presented in the course and outline what it can offer, and its limitations. (10 marks)
2. (a) What are your current achieved strengths in terms of careers, and what are the strengths that you don’t have that you would most like to develop? (10 marks)
   (b) How did you arrive at your estimate of these achieved and as yet undeveloped strengths? (5 marks)

1000 words Due 5pm 24 August, via Turnitin

Assignment 2: Opportunities (25%)

1. Describe different ways studying a Bachelor of Arts degree can increase a graduate’s employability. (4 marks)
2. Define the career area you have chosen for the assignment. Summarise entry paths to this area (qualifications required and typical recruitment processes), including a copy of one advertisement for a position in it (this last not to be counted in word length). (7 marks)
3. Describe the lateral range of activities in it. (5 marks)
4. Describe the typical early, mid, and late career roles in it. (5 marks)
5. Create a position description for a position in this area. (4 marks)

Publish your report on Blackboard.

1500 words due 5pm 21 September, via Turnitin

Assignment 3: Career development plan and resume (25%)

Formulate a career plan leading to:
1. completing your Bachelor of Arts, including both formal and informal career-directed activities (10 marks)
2. your first position in your field of interest (5 marks)
3. an alternative first position (5 marks)

Develop a resume. (5 marks)

1500 words due 5pm 2 November, via Turnitin

Assignment 4: Portfolio (assessments I-III edited and updated) (25%):

1. Self-assessment (8 marks)
2. Opportunities (8 marks)
3. Career development plan and resume (9 marks)

4000 words due 5pm 16 November, via Turnitin
# SCHEDULE

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<thead>
<tr>
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<th>Day</th>
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<tbody>
<tr>
<td>1</td>
<td>July</td>
<td>27</td>
<td>Introduction</td>
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**Self-awareness**

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<tr>
<td>2</td>
<td>August</td>
<td>3</td>
<td>Sociology of Work</td>
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<tr>
<td>2</td>
<td>August</td>
<td>3</td>
<td>Theory of career development</td>
</tr>
<tr>
<td>3</td>
<td>August</td>
<td>10</td>
<td>Theory and practice of career self-awareness</td>
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<tr>
<td>3</td>
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<td>4</td>
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<td>17</td>
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<td>4</td>
<td>August</td>
<td>17</td>
<td>Developing a self-awareness report</td>
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**Opportunities**

<table>
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<td>5</td>
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<td>24</td>
<td>Presentations by employers and graduates</td>
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<td>24</td>
<td>Exercises -- career research</td>
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<td>6</td>
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<td>31</td>
<td>Presentations by employers and graduates</td>
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<td>Exercises -- effective presentation</td>
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<td>September</td>
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<td>Presentations by employers and graduates</td>
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<td>Exercises -- writing -- sentences</td>
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<tr>
<td>8</td>
<td>September</td>
<td>14</td>
<td>Presentations by employers and graduates</td>
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<tr>
<td>8</td>
<td>September</td>
<td>14</td>
<td>Exercises -- writing -- styles and audiences</td>
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**Decision-making and planning**

<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Day</th>
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<tbody>
<tr>
<td>9</td>
<td>September</td>
<td>21</td>
<td>BA structure; International Exchange</td>
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<tr>
<td>9</td>
<td>September</td>
<td>21</td>
<td>Introduction to decision-making theory</td>
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<td>10</td>
<td>October</td>
<td>12</td>
<td>Majors presentation</td>
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<tr>
<td>10</td>
<td>October</td>
<td>12</td>
<td>Exercises -- goal setting and planning</td>
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<tr>
<td>11</td>
<td>October</td>
<td>19</td>
<td>Majors presentation</td>
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<td>October</td>
<td>19</td>
<td>Resume writing</td>
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<td>October</td>
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<td>October</td>
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<td>Self-management</td>
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<td>13</td>
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<td>Conclusion</td>
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<td>[15]*</td>
<td>November</td>
<td>16</td>
<td>*Assignment due</td>
</tr>
</tbody>
</table>