

General Studies 200/400

Professional Experience and Community Service

Semester:	Fall 2025
Schedule Number:	Contact Instructor
Instructor:	Amanda Fuller
Pronouns:	She Her Hers
E-mail:	afuller@sdsu.edu
Office Location:	Zoom
Office Hours:	By appointment
Class Day, Time & Location:	Arranged
Mode/Platform:	Asynchronous, CANVAS
Course Website:	https://servicelearning.sdsu.edu/gens_200_400



ELIGIBILITY FOR COURSE

Students enroll in the course with the assistance of the course instructor. To be eligible to enroll in General Studies 200 (GENS 200), a student must be an undergraduate student who has completed 12 units or more of college work with the minimum cumulative and SDSU grade point averages of 2.0. To be eligible to enroll in General Studies 400 (GENS 400), a student must be an upper-division student (junior or senior standing) with the minimum cumulative and SDSU grade point averages of 2.0. All majors may be eligible, with the exception of:

- **Majors or pre-majors in the School of Journalism and New Media Studies may not participate.**
- Interdisciplinary Studies in Three Departments (IS3D) majors enroll in GENS 400 in a section specifically developed for IS3D majors, and with the assistance of the IS3D Internship Coordinator. See the IS3D website for details: <https://is3d.sdsu.edu/>

COURSE ENROLLMENT

To enroll in this course majors follow the [enrollment instructions on the course website](#). Interdisciplinary Studies in Three Departments (IS3D) students interested in enrolling should contact their IS3D Advisor.

COURSE DESCRIPTION

Students take this course as either Track A or Track B:

1. **Track B: General Studies CANVAS Course (most common):** student completes the asynchronous CANVAS course under the supervision of the GENS 200/400 course instructor, who determines the student's final grade.
2. **Track A: Faculty/Student Contract (least common):** student completes the academic work outlined in the Faculty/Student Contract rather than the assignments and assessments outlined in this syllabus. Students who are approved to enroll as Track A receive CANVAS course notifications, but may disregard them.

- Scenario 1: students who repeat the course for credit are by default Track A, and if they have not identified a faculty member to work with, their faculty mentor (by default) is the GENS 200/400 Course Instructor. These students will meet with the GENS 200/400 Course Instructor to complete a Faculty/Student Contract before the add/drop deadline.
- Scenario 2: students may apply to work with a faculty mentor (other than the GENS 200/400 Course Instructor) who designs the course of study accompanying their work/service placement as documented in a Faculty/Student Contract.

COURSE REQUIREMENTS

Track A

Students on a Faculty/Student Contract should refer to the contract for specific requirements in order to earn course credit. Track A students can disregard the requirements for Track B students below.

Track B

1. Achieve the required number of hours of work during the term.

Students must complete a minimum of hours of work (in-person and/or remote) within their internship, between the dates of **August 25, 2025 - December 11, 2025**. Students are required to complete the number of hours required by the number of course units for which they are enrolled:

- 1 unit = 40-79 hours total during the term
- 2 units = 80-119 hours total during the term
- 3 units = 121+ hours total during the term

2. Submit seven (7) hours log submissions during the term.

Hours will be tracked via google form, with students submitting hour logs bi-weekly throughout the term starting the **third week** of class. A log must be submitted, even if the student worked/completed zero (0) hours. Any submission of zero (0) hours requires that the student explain why no hours were completed. At the end of the term, the course instructor will contact each students' internship site supervisor to verify their submitted hour logs.

3. Complete weekly reflection assignments in CANVAS with a cumulative score of at least 70%.

Modules include assigned articles, videos, podcasts and written reflections. The cumulative score for all work must reach a minimum of 70% for a student to earn credit for the course.

4. Attend at least three (3) check-ins/conferences with the course instructor.

It is the student's responsibility to schedule these meetings with the course instructor using the links provided in this syllabus. Make-up meetings may be allowed at the discretion of the instructor, on a case-by-case basis. Meetings should be scheduled as follows:

Meeting/Conference	Month	Link to Schedule
Check-in #1	September	https://calendar.app.google/vtpS2A3msw33XXe8

Check-in #2	October	https://calendar.app.google/3kpxdyPLCA2iHWsT8
Check-in #3	November	https://calendar.app.google/Jd68SndgRb3CQ53N6

Note: Credit may be applied toward fulfillment of major or minor requirements only with the approval of a completed [Request for Adjustments of Academic Requirement \(RAAR\) Form](#), which students must complete with the appropriate [departmental advisor](#) or administrator. If students have already applied to graduate, students must contact their graduation advisor to complete the RAAR Form.

GRADING POLICIES

Credit/No Credit

Grading for all tracks in this course is on a Credit/No Credit basis.

Track A: Faculty/Student Contract

The student's faculty mentor, as documented in the Faculty/Student Contract, determines the final grade. If the faculty mentor is not the GENS 200/400 Course Instructor, the faculty member must email the student's final grade to the GENS 200/400 Course Instructor by the last day of final exams.

Track B: General Studies 200/400 CANVAS Course

The GENS 200/400 Course Instructor determines your final grade. Students in the CANVAS course must complete all Course Requirements (see section above) to earn credit.

Late Work

Late work is not accepted. Exceptions to this rule are decided by the instructor or faculty mentor on a case-by-case basis,

Generative Artificial Intelligence (GenAI)

Students should not use generative AI applications in this course. Any use of generative AI is a violation of the course policy on academic honesty and may be reported to the Center for Student Rights and Responsibilities.

Grade of Incomplete

A grade of Incomplete (I) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the student's responsibility to bring pertinent information to the GENS 200/400 instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. For more information on the policies that govern grades of Incomplete, please visit the [Enrollment Services website](#).

STUDENT LEARNING OUTCOMES (SLOs)

By participating in this course, students will:

1. Apply classroom learning in professional settings; integrate theory and practice.
2. Assess interests and abilities in their field of study; explore career interests.
3. Create a clear vision for your future professional and personal development.
4. Build a record of work experience; develop skills and competencies needed to launch their career.
5. Meet and network with professionals in your field of study and/or related to your future career; build professional networks and acquire post-graduation employment contacts.
6. Identify intersectional and interdisciplinary themes in your internship.

COURSE MATERIALS

All students must have:

- Reliable access to a computer to access course materials.
- Access to reliable transportation, if their professional experience placement is not virtual.

For Track A students, the faculty mentor works with the student to develop the list of course readings, which can vary in cost, etc. For Track B students, course readings are available in the “Course Schedule” section of this syllabus and are provided at no cost to students.

LAND ACKNOWLEDGMENT

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State University community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land, the land of the Kumeyaay.

DIVERSITY & INCLUSION

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at SDSU, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment. Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. I encourage any member of the SDSU community to report incidents via the [Inclusive SDSU](#) system, which is intended to document instances that promote our campus commitment to equity, inclusion and belonging, as well as those that

fall short. If I (or others in this class) happen to fall short of our goals to create a safe and inclusive learning environment for you, I encourage you to use Inclusive SDSU to report such experiences and to receive the support you may need. Note that you can also use the Inclusive SDSU system to report positive incidents that you think should be celebrated!

ESSENTIAL STUDENT INFORMATION

For essential information about student academic success and university policies, please see the [SDSU Student Academic Success Handbook](#).

- SDSU provides disability-related accommodations via Student Disability Services (sds@sdsu.edu <https://sds.sdsu.edu/>). Please allow 10-14 business days for this process.
- Class rosters are provided to the instructor with the student's legal name. Please let me know if you would prefer an alternate name and/or gender pronoun.

COURSE DESIGN: ASSIGNMENTS & ASSESSMENTS (TRACK B ONLY)

The following assignments and assessments apply only to Track B students. Track A students should follow the instructions and complete the assignments and assessments outlined in their Faculty/Student Contract.

Weekly Reflection Assignments

Students must receive a minimum of 70% combined for all weekly assignments to pass the course. These assignments are submitted via CANVAS.

ASSIGNMENT	DUE DATE	POINTS
Course Expectations, Career Readiness & Short-term Goal Setting	September 5, 2025	10 points
LinkedIn Reflection	September 12, 2025	10 points
Networking Reflection	September 19, 2025	10 points
Job Search Sign-Up Reflection	September 26, 2025	10 points
Intersectional Themes Reflection	October 3, 2025	10 points
Resume Building	October 10, 2025	10 points
Career Pathways & Certification	October 17, 2025	10 points
Career Assessment	October 24, 2025	10 points
Career Counseling	October 31, 2025	10 points
Long-Term Goal Setting	November 7, 2025	10 points
Professional Experience/Internship Final Reflection	November 14, 2025	40 points
Supervisor Interview/Exit Interview	November 22, 2025	10 points

Required Check-in Meetings/Conferences

Students must receive credit for all required meetings in order to pass the course.

ASSIGNMENT	GRADING	LINK TO SCHEDULE
September: Check-in/Conference #1	Complete/Incomplete	https://calendar.app.google/vtpS2A3msw33XXe8
October: Check-in/Conference #2	Complete/Incomplete	https://calendar.app.google/3kpxdyPLCA2iHWsT8
November: Check-in/Conference #3	Complete/Incomplete	https://calendar.app.google/Jd68SndgRb3CO53N6

Internship Hours Logs & Required Hours

Students must submit **all** required hours log submissions (including for periods when no hours are worked) -AND- achieve the total hours requirement (as determined by the course units) in order to pass the course.

ASSIGNMENT	GRADING	SUBMISSION LINK
Hours Log #1 (Weeks 1-3): due September 12, 2025	Complete/Incomplete	https://forms.gle/N1yRo5MagQHqoQVt6
Hours Log #2 (Weeks 4 & 5): due September 26, 2025	Complete/Incomplete	https://forms.gle/N1yRo5MagQHqoQVt6
Hours Log #3 (Weeks 6 & 7): due October 10, 2025	Complete/Incomplete	https://forms.gle/N1yRo5MagQHqoQVt6
Hours Log #4 (Weeks 8 & 9): due October 24, 2025	Complete/Incomplete	https://forms.gle/N1yRo5MagQHqoQVt6
Hours Log #5 (Weeks 10 & 11): due November 7, 2025	Complete/Incomplete	https://forms.gle/N1yRo5MagQHqoQVt6
Hours Log #6 (Weeks 12 & 13): due November 21, 2025	Complete/Incomplete	https://forms.gle/N1yRo5MagQHqoQVt6
Hours Log #7 (Weeks 14 & 15): due December 11, 2025	Complete/Incomplete	https://forms.gle/N1yRo5MagQHqoQVt6
Course unit hours requirements: December 11, 2025 (1 unit=40 hrs 2 units=80 hrs 3 units=100+ hrs)	Complete/Incomplete	

COURSE SCHEDULE (TRACK B ONLY)

The following Course Schedule applies only to Track B students. Track A students should follow the schedule outlined in their Faculty/Student Contract.

#	Due Date	Activity
1	8/29/25	<ol style="list-style-type: none"> 1. Read/review the GenS 200/400 Course Syllabus. 2. Schedule your September check-in meeting: https://calendar.app.google/v9bRwx7dnxPuK4Cf7
2	9/5/2025	<ol style="list-style-type: none"> 1. Review Gen S 300 presentation on internship etiquette. 2. Read: <i>Importance, Benefit, & Value of Goal Setting</i> 3. Read: <i>What are the NACE Career Readiness Competencies?</i> 4. Written Reflection: Describe what you expect to get out of this course and your internship. Be sure to describe one or more NACE Competencies you believe will be developed through your professional experience. Describe at least two specific outcomes you want to achieve by the end of the summer term and two short-term goals you want to accomplish by the end of 2026. Minimum words: 500.
3	9/12/2025	<ol style="list-style-type: none"> 1. Read: <i>20 steps to a better LinkedIn profile in 2024</i> 2. Screenshot: Create and update your LinkedIn account with your resume, cover letter, job history, and any other relevant information. Submit the screenshot of your profile. 3. Written Reflection: Describe why you choose the updates you made. Minimum words: 300. 4. Hours Log #1 due: https://forms.gle/N1vRo5MagQHqoOVt6
4	9/19/2025	<ol style="list-style-type: none"> 1. Read: <i>Top 12 benefits of networking: why networking is important</i> 2. Read: <i>How to Get the Most out of an Informational Interview</i> 3. Read: <i>8 Career Networking Tips for Introverts</i> 4. Written Reflection: Seek out someone in your organization that you would like to network with and schedule an informational interview with them. After your meeting, describe how the meeting went, what you discussed, and how you benefited from the interaction. Minimum words: 300.
5	9/26/2025	<ol style="list-style-type: none"> 1. Read: <i>12 Job Searching Strategies that Work</i> 2. Read: <i>Best Job Search Sites</i> 3. Submit Screenshot: Sign up for at least one job search website and search for jobs that you would want to apply for when you graduate. Submit screenshots of at least 3 jobs that interest you. 4. Written Reflection: Explain why you've chosen those positions. Minimum words: 300. 5. Schedule your October check-in meeting: https://calendar.app.google/gXX7K1DzO5c8LmoG8 6. Hours Log #2 due: https://forms.gle/N1vRo5MagQHqoOVt6
6	10/3/2025	<ol style="list-style-type: none"> 1. Read: Multidisciplinary Study: Value/Benefits (1) 2. Read: Multidisciplinary Study: Value/Benefits (4) 3. Read: Multidisciplinary Study: Value/Benefits (5) 4. Written Reflection: Identify the intersectional themes in your internship/professional experience. Why is it important to recognize the way that different issues/areas/disciplines intersect in your career field? How do interdisciplinary themes show up in your professional experience and has it influenced your approach to college learning or your work? Minimum words: 500.
7	10/10/2025	<ol style="list-style-type: none"> 1. Read: <i>How Often Should I Update My Resume?</i> 2. Review: SDSU Career Services' advice on creating your resume. 3. Written Submission: Update your resume to reflect your current professional experience placement/position. Include a brief description of professional responsibilities and your current role. Use the readings from this week to guide a complete revision/overhaul of your resume. If you don't yet have a resume, develop one. Submit your resume.

		<ol style="list-style-type: none"> 4. Prepare for the Career Center related assignments coming up! Read through the next several weeks of assignments, which you may need to take some steps now to schedule appointments, etc. If you wait, you may not be able to complete assignments on time. 5. Hours Log #3 due: https://forms.gle/N1yRo5MagQHqoQVt6
8	10/17/2025	<ol style="list-style-type: none"> 1. Read: <i>Are Certified Professionals More Likely to Get Hired?</i> 2. Read: <i>10 In-Demand Career Certification (And How to Achieve Them)</i> 3. Review: <i>Career Pathways PDF</i> 4. Written Reflection: Describe which career pathway aligns most closely with your future career? Find at least one career certification you might benefit from and explain how it can help you prepare for your future career. Identify at least one barrier or challenge to achieving your desired certification or your future career and explain how you might overcome it. Minimum: 500 words.
9	10/22/2025	<ol style="list-style-type: none"> 1. Review the Career Services Assessment Tools website. 2. Screenshot: Request a referral from a career counselor for a Career Assessment and complete either the Strong Interest Inventory Assessment or the TypeFocus Assessment. Take a screenshot of the final result/report and submit it. 3. Hours log #4 due: https://forms.gle/N1yRo5MagQHqoQVt6
10	10/31/2025	<ol style="list-style-type: none"> 1. Review the Career Services Career Counseling website. 2. Activity: Schedule and attend a career counseling appointment through SDSU Career Services to discuss your next steps for future internship and job opportunities. 3. Written Reflection: Describe your experience with the career counselor and your next steps or what you learned in some detail. Be sure to highlight anything that surprised you. Minimum 300 words. 4. To prepare for your Week 13 assignment, schedule a time to speak with your supervisor as your internship comes to a close. 5. Schedule your November check-in meeting: https://calendar.app.google/3KBSirvblVGdRtZb6
11	11/7/2025	<ol style="list-style-type: none"> 1. Read: <i>How to Accomplish Big Things with Long-Term Goals</i> 2. Read: <i>11 Ways to Establish, and then Reach, Your Long Term Goals</i> 3. Written Reflection: Think about long term goals you would like to accomplish within the next 10+ years. Reflect on what those goals are and how you plan to achieve them. Think about how you want your career and personal life to develop, and what your biggest dreams are and how you might achieve them. Reflect on how your internship experience this semester may or may not contribute to these long term goals. Describe the goals in some detail and what your next steps are in pursuit of these goals. Minimum words: 500. 4. Hours log #5 due: https://forms.gle/N1yRo5MagQHqoQVt6
12	11/14/2025	<ol style="list-style-type: none"> 1. Final Written Reflection: <ul style="list-style-type: none"> • Describe in your own words the totality of your multi-week professional experience. • What did you gain from the experience? • Did the course/professional experience meet your expectations from the start of the semester? • Did your professional experience help you develop any of the NACE Career Readiness Competencies (Week 2 reading)? List any that apply and explain at least one in detail, giving specific and concrete examples from your professional experience that demonstrate your growth. • Did you achieve or progress toward any of your short-term goals described in the initial weeks of this course? Why or why not? • How did your experience influence your longer-term professional development and career goals for the future? Did the experience help you refine them? Did you alter any longer term goals based on your experience this semester? • How did your experience relate to your future career? How does it influence how you think about your future career? Did your experience confirm or challenge how you envision your future career? <p>Minimum words: 1000.</p>

13	11/22/2025	<ol style="list-style-type: none"> 1. Read: <i>8 Tips to Finish Your Internship Like a Boss</i> 2. Read: <i>8 Exit Interview Questions for an Internship</i> 3. Written Reflection: Prepare three pieces of information you want to share with your supervisor, and three questions you have for them. After your meeting reflect: describe how the meeting went, what you discussed, and how you benefited from the interaction. Minimum words: 300. 4. Hours log #6 is due: https://forms.gle/N1yRo5MagOHqoQVt6
WEEK 14: THANKSGIVING WEEK		
15	12/5/2025	<ol style="list-style-type: none"> 1. No work due this week.
	Final Exams end 12/11/2025	<ol style="list-style-type: none"> 1. Hours log #7 is due: https://forms.gle/N1yRo5MagOHqoQVt6 2. Deadline to accomplish required hours (based on # of units)!