



# SDSU

Faculty Advancement  
and Student Success  
General Studies



## General Studies 200/400

### Professional Experience and Community Service

Semester:	Spring 2025
Schedule Number:	Contact the instructor
Instructor:	Amanda Fuller
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Office Location:	Zoom
Office Hours:	By appointment (email instructor)
Class Day, Time & Location:	Arranged
Mode/Platform:	Asynchronous, Canvas LMS
Course Website:	<a href="https://servicelearning.sdsu.edu/gens_200_400">https://servicelearning.sdsu.edu/gens_200_400</a>

## ELIGIBILITY FOR COURSE

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To be eligible to enroll in 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 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. **No majors or pre-majors in the School of Journalism and New Media Studies may participate in this program.**

## COURSE DESCRIPTION

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General Studies 200 (GENS 200) and 400 (GENS 400) courses offer SDSU students the opportunity to receive up to six units of credit applicable to the bachelor's degree for their participation in an internship or community service experiences. The purpose of the program is to provide community engaged experiences for students in departments or schools that do not have formal internship or community-engaged learning programs.

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.

### *Why Experiential Learning Matters*

Experiential learning, including internships and service/community engagement, provide opportunities for students to learn or hone specific skill sets. As an example, the National Association of Colleges and Employers (NACE) eight [Career Readiness Competencies](#):

1. **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
2. **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
3. **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
4. **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
5. **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
6. **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
7. **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
8. **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

### *Student Learning Outcomes (SLOs)*

By participating in this course, students will:

1. Apply classroom learning in professional settings and integrate theory and practice.
2. Assess interests and abilities in their field of study.
3. Explore career interests.
4. Engage in research or projects relevant to a potential career field.
5. Develop the skills and competencies needed to launch their career.
6. Develop work habits and attitudes necessary for job success, including job interviews.
7. Build a record of work experience.
8. Build professional networks and acquire post-graduation employment contacts.

### *Internship or Service Placements*

An internship (work) or service placement (paid or unpaid) is a required aspect of this course, and is the student's responsibility to secure. Information on how to find and secure a placement can be found on the [Career Services website](#).

\*Applies only to *Track B: General Studies Course Instruction*. If you have chosen the Faculty/Student Contract Model (Track A), please refer to your Faculty/Student Contract for this information.

**All agencies (e.g. organization, company) placing students in work or service placements for academic credit must have an active Service Learning Agreement (SLAs) on file with the university.** Students can visit the [SDSU Procure-to-Pay website](#) to verify if their chosen agency has an active SLA with SDSU, or to explore agencies that already have SLAs on file. If the placement is with an agency that does not have an active SLA on file with SDSU, the course instructor will assist students in working with their agencies to complete the required SLA. Agencies not willing to complete an SLA with SDSU may not place students in work or service placements for credit.

Examples of appropriate work/service placements for this course include, but are not limited to, the following:

- Employment, paid or unpaid, related to the student’s professional goals, resulting, for example, in an evaluation of the management structure of an organization, a “newcomer’s” guide to the profession, or completion of a specific project assigned by the employer and evaluated by the faculty mentor or GENS 200/400 instructor;
- Work in a social service agency, hospital, or school, to complete projects such as an analysis of agency effectiveness or interactions among similar agencies or direct support services for clients or students;
- Political work designed to produce a project, such as a position paper for a candidate, a campaign strategy, or canvassing of voters for a voter-attitudes study;
- Work in a campus advising or tutoring center and keeping a journal to document reactions to and handling of situations, personalities, etc. and analyzing those reactions in a psychological self-profile.

### *Course Tracks*

Students must choose one of the following tracks for course enrollment:

1. **Track A: Faculty/Student Contract:** the student identifies a faculty mentor who works with them to design the course of study that accompanies their work/service placement as documented in a Faculty/Student Contract. Students complete the academic work outlined in the Faculty/Student Contract rather than the assignments and assessments outlined in this syllabus. The faculty mentor determines the final grade in the course, and communicates that grade to the GENS 200/400 course instructor.
2. **Track B: General Studies Instructor:** the student completes the course under the supervision of the GENS 200/400 instructor, as outlined in this syllabus. The GENS 200/400 determines the student’s final grade.

### *Number of Units*

Students are expected to enroll in units based on the number of hours of effort per week at the placement site. Thus, the student’s work should be at an appropriate level to provide a valuable learning experience as well as a real benefit to the employer.

1 Unit	0-7 hours per week
2 Units	8 to 14 hours per week
3 Units	15 or more hours per week

Please note that students should assess the value of participating in a work/service placement if they are required as a condition of the placement to offer more than 20 hours per week of their time. Time commitments of more than 20 hours per week may present issues that can negatively impact a student’s academic coursework or progress toward a degree.

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## COURSE ENROLLMENT

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To enroll in this course, students must follow the [enrollment instructions on the course website](#).

## COURSE MATERIALS

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All students must have:

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

For *Track A: Faculty/Student Contract*, the faculty mentor works with the student to develop the list of course materials. For *Track B: General Studies Course Instruction*, course readings are available in the “Course Schedule” section of this course syllabus.

## GRADING POLICIES

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### *Credit/No Credit*

Grading will be on a Credit/No Credit basis with “C” level work (70%) required to receive credit. Credit may be earned in one of two ways:

- ***Track A: Faculty/Student Contract.*** The faculty mentor, as documented in the Faculty/Student Contract, will provide their student’s final grade to the GENS 200/400 course instructor. At the end of the semester, students must submit a copy of their final project to the GENS 200/400 course instructor as well as to your faculty mentor; the student’s final grade will not be officially submitted until the final project is received. The GENS 200/400 course instructor will not judge the final project or question the faculty mentor’s decision of credit or no-credit.
- ***Track B: General Studies Course Instructor.*** The GENS 200/400 course instructor determines your final grade. This course is worth a total of 250 points. To earn credit for the course, students must earn at least 70% of the available points, or 175 points.

### *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](#).

## COURSE DESIGN: ASSIGNMENTS & ASSESSMENTS\*

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### *Course Readings & Weekly Reflection (150 Points)*

Students will complete ten (10) weekly readings, each with a corresponding weekly reflection, throughout the course of the semester. Each weekly reflection will be submitted via CANVAS. The weekly reflections are worth 15 points each, as follows:

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- 3 points Meets the 500 words minimum requirement.
- 5 points Summarizes the main points of the article(s).
- 7 points Responds to the discussion prompt provided in the Course Schedule. Prompt responses should include meaningful discussion of at least one concrete example from the reading(s), and 1-2 of the NACE Readiness Competencies (see pgs. 1-2 of this syllabus).

### *Capstone Project/Final Report (100 points)*

Students must complete a final project, and can choose whether the final project is completed as a capstone project or a final report.

- **Capstone Project:** PowerPoint presentation, a video production, or other creative work.
- **Final Report:** 4-5 page final paper (double spaced).

The Capstone Project/Final Report is worth 100 points, and is due on **Thursday, May 15, 2025, at 11:59 p.m. via CANVAS**. The Capstone Project/Final Report rubric is as follows:

- 10 points Student meets with course instructor during the initial weeks of the semester/session to develop a framework and establish a main focus for their capstone project or final report.
- 30 points Provides specific examples from the work/service placement as evidence of a fully-engaged 15-week experience.
- 30 points Discusses of at least two NACE Career Readiness Competencies (see pgs. 1-2 of this syllabus) in relation to the work/service placement.
- 20 points Effectively describes how the completed project can be presented to a future employer in a job interview or as an advisor for a letter of reference or recommendation.
- 10 points Student meets with course instructor during the final weeks of the semester/session to review progress toward final project completion.

**NOTE:** 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.

## **LAND ACKNOWLEDGMENT**

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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**

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**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 CMU, will work to promote diversity, equity and inclusion not

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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**

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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](mailto: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 SCHEDULE\***

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Week	Week	Activity
1	1/20/2025	<ul style="list-style-type: none"> <li>• Obtain the schedule number and add the course.</li> <li>• Submit required paperwork: SLA, Release of Liability Waiver, copy of job offer (or letter of support).</li> <li>• <b>Email instructor to schedule a ZOOM appointment for weeks 1-2.</b></li> </ul>
2	1/27/2025	<ul style="list-style-type: none"> <li>• Introduction to the course: carefully review the Syllabus.</li> <li>• Ensure all required paperwork has been submitted: SLA, Release of Liability Waiver, copy of job offer (or letter of support).</li> <li>• <b>Meet with the GENS 200/400 instructor by January 31, 2025.</b></li> </ul>
3	2/3/2025	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ <a href="#">The Value of Engaged Students</a></li> <li>○ <a href="#">This one thing can help students make the most of their college education.</a></li> </ul> </li> <li>• Reflection #1 due <b>February 7, 2025, at 11:59 P.M.</b>  <b>Discussion Prompt:</b> <i>How will the GENS 200/400 course and the work/service experience help you explore your chosen major, field, and or profession? Be sure to describe at least one concrete example from the readings that helps you better understand or describe the impact of your work/service placement.</i></li> </ul> <p><b>All weekly reflections must have three components: 1) minimum of 500 words, 2) summarize the main points of the readings, and 3) respond to the discussion prompt (above). Review Syllabus pgs. 4-5 for specific expectations.</b></p>

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Week	Week	Activity
4	2/10/2025	<ul style="list-style-type: none"> <li>● Read: <ul style="list-style-type: none"> <li>○ <a href="#">Competencies: Employers Weight Importance Versus New Grad Proficiency</a></li> <li>○ <a href="#">The Key Attributes Employers Are Looking for on Graduates' Resumes</a></li> </ul> </li> <li>● Reflection #2 due <b>February 14, 2025, at 11:59 P.M.</b>  <u>Discussion Prompt:</u> Consider your education, career training, etc. How will you know if you are career-ready upon graduation from SDSU? Guterman describes how a resume can evidence critical thinking (a NACE competency). Does your resume demonstrate critical thinking as presented by Guterman? </li> </ul>
5	2/17/2025	<ul style="list-style-type: none"> <li>● Read: <ul style="list-style-type: none"> <li>○ <a href="#">What is Career Readiness?</a> (be sure to click through all the competencies)</li> </ul> </li> <li>● Reflection #3 due <b>February 21, 2025, at 11:59 P.M.</b>  <u>Discussion Prompt:</u> Please discuss two of the competencies that you have had an opportunity to develop or improve on as part of your internship this semester. It is important you think about your assignments at your site and think about how you would prove to a future employer that you have these competencies. For example, do you have a tangible project that provides evidence that you “think critically or that you are a problem solver”? </li> </ul>
6	2/24/2025	<ul style="list-style-type: none"> <li>● <b>Email instructor to set up a ZOOM check-in appointment for next week.</b></li> <li>● Read: <ul style="list-style-type: none"> <li>○ <a href="#">The Relationship between Supervisor's Leadership Skills and Student Learning through Internship Experiences</a></li> </ul> </li> <li>● Reflection #4 due <b>February 28, 2025, at 11:59 P.M.</b>  <u>Discussion Prompt:</u> How does your supervisor help you succeed in your work/service placement? Do you recognize positive behaviors or leadership strategies they use that you want to develop as a professional in the field? </li> </ul>
7	3/3/2025	<ul style="list-style-type: none"> <li>● Attend your ZOOM check-in appointment with the course instructor to check in on your progress. Be prepared to discuss your work/service placement experience and ideas for your final project for this course.</li> </ul>
8	3/10/2025	<ul style="list-style-type: none"> <li>● Read: <ul style="list-style-type: none"> <li>○ <a href="#">Imposter Syndrome and the Internship Experience</a></li> <li>○ <a href="#">How I Reduced My Imposter Syndrome</a></li> <li>○ <a href="#">Overcoming Imposter Syndrome</a></li> </ul> </li> <li>● Reflection #5 due <b>March 14, 2025, at 11:59 P.M.</b>  <u>Discussion Prompt:</u> Have you ever experienced imposter syndrome at your work/service placement? Are there other situations where you have felt imposter syndrome? Please provide examples of how you worked to address this challenge. If you have never experienced imposter syndrome, would you be willing to try the recommendations in the articles if you were to experience it in the future? Explain why or why not. </li> </ul>

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Week	Week	Activity
9	3/17/2025	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li><a href="#">8 Career Networking Tips for Introverts</a></li> <li><a href="#">A Complete Guide to Networking in College and Beyond</a></li> </ul> </li> <li>Reflection #6 due <b>March 21, 2025, at 11:59 P.M.</b>  <u>Discussion Prompt:</u> Which networking strategies are/will be easier for you? Which are/will be more challenging for you and why? How would you use specific strategies to get a lead for a new job?</li> <li><b>Extra Credit #1:</b> Earn 15 points of extra credit if you send me a link to a new article on networking. In your email you must explain what you learned by reading the article, and how it can benefit students in this course.</li> <li><b>Extra Credit #2:</b> Join LinkedIn. It is free. Add me as your contact for 5 points of extra credit: <a href="http://www.linkedin.com/in/amanda-fuller-7422039">www.linkedin.com/in/amanda-fuller-7422039</a></li> </ul>
10	3/24/2025	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li><a href="#">Eight Qualities of a Good Mentor</a></li> <li><a href="#">10 Tips for Finding a Mentor and Making the Relationship Count</a></li> </ul> </li> <li>Reflection #7 due <b>March 28, 2025, at 11:59 P.M.</b>  <u>Discussion Prompt:</u> Do you have a good mentor at your work/service placement site? Why or why not? What do you think are the most important qualities for your future mentor(s) and why?</li> </ul>
<b>SPRING BREAK MARCH 31 to APRIL 4, 2025</b>		
12	4/7/2025	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li><a href="#">Intercultural fluency, a critical soft skill in today's global world</a></li> <li><a href="#">Benefits of an International Internship: What's Different?</a></li> </ul> </li> <li>Reflection #8 due <b>April 11, 2025, at 11:59 P.M.</b>  <u>Discussion Prompt:</u> Have you had to use another language, or consider other cultural or professional practices, as part of your work/service placement? Can you describe how having intercultural fluency is an important part of your chosen academic discipline or profession?</li> </ul>
13	4/14/2025	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li><a href="#">Benefits of Service and Volunteering in Students' Career Development Journey</a></li> </ul> </li> <li>Reflection #9 due <b>April 18, 2025, at 11:59 p.m.</b>  <u>Discussion Prompt:</u> How can community service experience be relevant to a future career? Is there anything a service experience offers a future employee that employment or paid internships cannot? Please explain your responses.</li> </ul>
14	4/21/2025	<ul style="list-style-type: none"> <li><b>Email instructor: set up a ZOOM appointment during weeks 15-16.</b></li> <li>Read: <ul style="list-style-type: none"> <li>Use <a href="#">Google Scholar</a> to find the article of your choice that relates to the course themes (e.g., career readiness, how to establish a career after college, how to succeed after college, internships in your discipline/field).</li> </ul> </li> <li>Reflection #10 due <b>April 18, 2025, at 11:59 p.m.</b>  <u>Discussion Prompt:</u> Why did you choose this article? What themes or advice in the article are most meaningful to you, and why?</li> </ul>

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<b>Week</b>	<b>Week</b>	<b>Activity</b>
<b>15</b>	4/28/2025	<ul style="list-style-type: none"> <li>● Work on Capstone Project/Final Report.</li> <li>● Meet with GENS 200400 instructor via ZOOM to discuss your progress on the final project.</li> </ul>
<b>16</b>	5/5/2025	<ul style="list-style-type: none"> <li>● Finalize Capstone Project/Final Report.</li> <li>● Meet with GENS 200400 instructor via ZOOM to discuss your progress on the final project.</li> </ul>
<b>Finals</b>	5/12/2025	<ul style="list-style-type: none"> <li>● Capstone Project/Final Report due by <b>Thursday, May 15, 2025, at 11:59 p.m.</b></li> </ul>

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Last Updated: October 2024