

General Studies 200/400

Professional Experience and Community Service

Semester:	Spring 2026
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

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 with the assistance of the IS3D Department Staff. 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 the IS3D Department.

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. Students are required to meet with their faculty mentor to complete a Faculty/Student Contract before the add/drop deadline and ensure this contract is on-file with the GENS 200/400 Course Instructor.

- 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 their contract for the specific requirements to earn course credit. Track A students should disregard the requirements for Track B students below.

Track B

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

Students complete a minimum of hours of work (in-person and/or remote) within their professional experience between the dates of **January 20 to May 13, 2026**. The minimum number of hours required is determined by the number of course units for which they are enrolled: **1 unit = 40+ total hours | 2 units = 70+ total hours total during the term | 3 units = 100+ total hours.**

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

Hours will be tracked via Google form. Students are required to submit 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' supervisor to verify submitted hour logs.

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

Weekly modules include assigned articles, videos, podcasts, short assignments and/or written reflections. The cumulative score for all weekly assignments must reach a minimum of 70% for a student to earn credit for the course.

4. Attend at least two (2) one-on-one conferences with the course instructor.

It is the student's responsibility to schedule two required one-on-one conferences with the course instructor using the links provided in this syllabus. Students must complete at least one conference during the first half of the semester (Period 1) and one during the second half of the semester (Period 2). Students may sign up for additional conferences if they need extra support or assistance. Students should email the GENS 200/400 Course Instructor if they have issues scheduling conferences:

Conference	Period	Link to Schedule
Conference #1	1/26/26 to 3/6/26	https://calendar.app.google/4ZzMyRAe3SwCFXoG7
Conference #2	3/9/26 to 5/6/26	https://calendar.app.google/tgdxBdHgazfbakpBA

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 course instructor or faculty mentor on a case-by-case basis,

Generative Artificial Intelligence (GenAI)

Students should not use GenAI applications unless an assignment prompt specifically directs them to use GenAI. Any use of GenAI not specifically required for this course 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 professional experience; develop skills and competencies 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 professional experience.

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, as well as in CANVAS, 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)

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

Track B 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, Workplace Etiquette & The Agility Imperative	January 23, 2026	10 points
Jobs Report & Short-term Goal Setting	January 30, 2026	10 points
LinkedIn	February 6, 2026	10 points
Networking	February 13, 2026	10 points
Job Search Sign-Up	February 20, 2026	10 points
Intersectional Themes	February 27, 2026	10 points
Resume Building	March 6, 2026	10 points
Career Pathways & Certification	March 13, 2026	10 points
Career Counseling I	March 20, 2026	10 points
Career Assessment Tools	March 27, 2026	10 points
Career Counseling II	April 10, 2026	10 points
Long-term Goal Setting	April 17, 2026	10 points
Supervisor Interview/Exit Interview	April 24, 2026	10 points
Professional Experience/Internship Final Reflection	May 1, 2026	40 points

Required Conferences

Conferences are graded as Complete/Incomplete only. **Students must receive a grade of “Complete” for all required conferences in order to pass the course.**

Conference	Period	Link to Schedule
Conference #1	1/26/26 to 3/6/26	https://calendar.app.google/4ZzMyRAe3SwCFXoG7
Conference #2	3/9/26 to 5/6/26	https://calendar.app.google/tgdxBdHgazfbakpBA

Internship Hours Logs & Required Hours

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

ASSIGNMENT	GRADING	SUBMISSION LINK
Hours Log #1 (Weeks 1-3): due February 6, 2026	Complete/Incomplete	https://forms.gle/G1cpXtmnnAuxLk2q6
Hours Log #2 (Weeks 4 & 5): due February 20, 2026	Complete/Incomplete	
Hours Log #3 (Weeks 6 & 7): due March 6, 2026	Complete/Incomplete	
Hours Log #4 (Weeks 8 & 9): due March 20, 2026	Complete/Incomplete	
Hours Log #5 (Weeks 10 & 11): due April 10, 2026	Complete/Incomplete	
Hours Log #6 (Weeks 12 & 13): due April 24, 2026	Complete/Incomplete	
Hours Log #7 (Weeks 14 & 15): due May 13, 2026	Complete/Incomplete	
Course unit hours requirements: May 13, 2026 (1 unit=40+ hours 2 units=70+ hours 3 units=100+ hours)	Complete/Incomplete	

COURSE SCHEDULE (TRACK B)

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	1/23/2026 FRI	<ol style="list-style-type: none"> 1. Read/review the GenS 200/400 Course Syllabus and email questions (if any) to the instructor. 2. HEADS UP! Make sure to look through all the assignments in the syllabus – some weeks require you to make appointments in advance – for these especially, don’t wait until the last minute! 3. Read: <i>13 Office Etiquette Rules Every First-Time Intern Should Know</i> 4. Read: <i>The Agility Imperative: How Employers View Preparation for an Uncertain Future</i> 5. Written Reflection: Do you feel well prepared to thrive in a workplace or service placement environment this semester? Why or why not? What ideas about workplace etiquette did you find most compelling from the reading today and why? In considering how employers view preparation for an uncertain future, what was most interesting about this week’s reading that discusses the 2025 survey of employers, and what did you learn from its review of findings? Minimum words: 500. 6. Schedule Required Check-in #1: https://calendar.app.google/4ZzMvRAe3SwCFXoG7
2	1/30/2026 FRI	<ol style="list-style-type: none"> 1. Read: <i>The Future of Jobs Report 2025</i> 2. Read: <i>Importance, Benefit, & Value of Goal Setting</i> 3. Written Reflection: What does the “Future of Jobs Report 2025” section on “Key Findings” teach us about entering the workforce within the next 5 years? Based on any work you have done to prepare for your professional experience, including this week’s readings, describe what you expect to get out of this course and your internship. Be sure to include discussion of at least two points from the “Future of Jobs Report 2025” you believe help you better understand or “make the most of” your professional experience. In addition, identify and describe at least two specific outcomes you plan to achieve by the end of this term and two short-term goals you want to accomplish by the end of 2026. Minimum words: 500.
3	2/6/2026 FRI	<ol style="list-style-type: none"> 1. Read: <i>20 steps to a better LinkedIn profile</i> 2. Read: <i>How Can A.I. Help You Optimize Your LinkedIn Profile?</i> 3. HEADS UP! Read next week’s assignment now so you can reach out to a colleague now to schedule time for a conversation for next week – don’t wait until the last minute! 4. 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. 5. Written Reflection: Describe one improvement to your LinkedIn profile. Minimum words: 300. 6. Hours Log #1 due: https://forms.gle/G1cpXtmmnAuxLk2q6
4	2/13/2026 FRI	<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	2/20/2026 FRI	<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. Hours Log #2 due: https://forms.gle/G1cpXtmmnAuxLk2q6

6	2/27/2026 FRI	<ol style="list-style-type: none"> 1. Read: Multidisciplinary Study: Value/Benefits (#1, #4 & #5) – Use the left side menu to navigate to the different chapters/slides. Only slides 1, 4 and 5 are assigned, but feel free to read through them all! 2. Written Reflection: Identify the intersectional themes in your professional experience this semester. Why is it important to recognize the way that different issues/areas/disciplines intersect in your work and/or career field? Does understanding interdisciplinary themes influence impact how you approach (or will approach) your education, work experience and/or future career goals? Minimum words: 500.
7	3/6/2026 FRI	<ol style="list-style-type: none"> 1. Read: How Often Should I Update My Resume? 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. 4. HEADS UP! Prepare for the Career Center related assignments (Weeks 9-11) coming up! Read through the next several weeks of assignments. You may need to take some steps now (schedule appointments, request assessments, etc.). If you wait, you may not complete assignments on time. 5. Hours Log #3 due: https://forms.gle/G1cpXtmnmAuxLk2q6 6. Schedule Required Check-in #2: https://calendar.app.google/tgdxBdHgazfbakpBA
8	3/13/2026 FRI	<ol style="list-style-type: none"> 1. Read: Are Certified Professionals More Likely to Get Hired? 2. Read: 10 In-Demand Career Certification (And How to Achieve Them) 3. Review: Career Pathways PDF 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: 300 words.
9	3/20/2026 FRI	<ol style="list-style-type: none"> 1. Review the Career Services Career Counseling website. 2. Activity: Schedule a career counseling appointment through SDSU Career Services to discuss your next steps for future internship and job opportunities. You must complete this appointment in time to complete work due at the end of Week 11. 3. Written Reflection: Prepare for your meeting with an SDSU Career Counselor by writing down notes that can help you when you attend the appointment. <ul style="list-style-type: none"> • Consider and clearly define your objectives. <ul style="list-style-type: none"> ○ What do you hope to achieve during the appointment? ○ Are you seeking guidance on choosing a major, exploring career options, refining your resume, or something else? • Self-assess your strengths and areas for improvement. <ul style="list-style-type: none"> ○ Reflect on your skills, interests, values, and past experiences. ○ Identify what you excel at and areas where you would like to develop further. • Gather relevant documents. <ul style="list-style-type: none"> ○ Bring your resume, cover letter, LinkedIn profile, or any relevant career assessments you may have taken. ○ If exploring graduate school, consider bringing your Statement of Purpose (SOP) or Personal Statement (PS). • Reflect on past experiences. <ul style="list-style-type: none"> ○ Think about past accomplishments, professional growth moments, and situations where you felt most fulfilled in your academic or extracurricular endeavors. • Prepare questions and discussion points, <ul style="list-style-type: none"> ○ Having specific questions and topics ready will help guide the conversation and ensure you address your key concerns. <p>Minimum 500 words. Can be submitted as bullet points.</p> 4. Hours log #4 due: https://forms.gle/G1cpXtmnmAuxLk2q6

10	3/27/2026 FRI	<ol style="list-style-type: none"> 1. Review the Career Services Assessment Tools website. 2. Activity: Request a referral from a career counselor for a Career Assessment and complete either the Strong Interest Inventory Assessment or the TypeFocus Assessment. 3. Written Reflection: Please identify which assessment you decided to engage with and why you chose that particular assessment. What did you learn from the assessment? If you are delayed in taking the assessment, please attach a screenshot of your request for a referral or any email that shows you attempted to fulfill the assignment. 4. HEADS UP! To <u>prepare for your Week 13 assignment</u>, schedule a time to speak with your supervisor as your internship comes to a close.
March 30 to April 3, 2026 – SPRING RECESS		
11	4/10/2026 FRI	<ol style="list-style-type: none"> 1. Activity: Attend your career counseling appointment through SDSU Career Services to discuss your next steps for future internship and job opportunities. Be ready to take notes. 2. 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. 3. Hours log #5 due: https://forms.gle/G1cpXtmnnAuxLk2q6
12	4/17/2026 FRI	<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.
13	4/24/2026 FRI	<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/G1cpXtmnnAuxLk2q6
14	5/1/2025 FRI	<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 (broadly) from your experience? • Did the course and/or professional experience meet your expectations from the start of the semester? • Consider week 2 reading, “The Agility Imperative....” Using specific/concrete examples from your experience this term, describe/discuss how these experiences intersected with the concepts from the reading. • Did you achieve or progress toward any of your short-term goals identified in the initial weeks of this course? Why or why not? • How did the course and your professional experience influence your longer-term professional development and career goals for the future? Did the course/experience help you refine them? Did you alter any longer term goals based on what you learned or experienced this semester? • Consider week 3 reading “The Future of Jobs Report.” How did your professional experience relate to your future career? Share at least one main idea from the jobs report that shaped or re-shaped how you approached or considered your professional experience this term with your future in mind. Did your experience and/or readings confirm or challenge how you envision your future career? <p>Minimum words: 1000.</p>
15 + E X A M S	5/13/2026 WED	<ol style="list-style-type: none"> 1. Hours log #7 is due: https://forms.gle/G1cpXtmnnAuxLk2q6 2. Deadline to accomplish required hours (based on # of units)!