

Final Essay Project Outline

I. Introduction

- A.** Thesis: Unfortunately, degrees work as a one way street. STEM degrees can qualify a person for a lot more jobs or careers than a liberal/humanities degree can. The degree which students pursue matters, it can be the difference between employment and being unemployed, or working a job that isn't related to the field.

II. Body

- B.** Topic Sentence: In order for students to maximize their potential, we should expose them to true, real world data.
- i. Evidence “A Kauffman Institute survey of over 500 engineering and tech companies established between 1995 and 2005 reveals that 55 percent of the U.S.-born founders held degrees in the science, engineering, technology or mathematics, so called STEM-related fields, and over 90 percent held terminal degrees in STEM, business, economics, law and health care. Only 7 percent held terminal degrees in other areas — only 3 percent in the arts, humanities or social sciences.” (Conard 467-470)
“These degrees prepare people for specific jobs, such as court reporter, legal assistant, or computer programmer. “ (Gale, 2007)
 - ii. The idea of showing future college students the correlation between employment and degrees is often seen as a negative, discouraging action. However, it is important to give them every piece of information available so they can make an informed decision, because college is a long, arduous, and expensive journey. If we let them enter college thinking a humanities degree can qualify them for a STEM driven job, they will invest 4-6 years of their life into something that might not give them the results they expect. Rather than allowing this, maybe if they are shown employment rates, they can still study the field they desire, but after receiving a degree in something that will give them a fighting chance.
- C.** Topic Sentence: The degree an individual pursues does in fact matter, and can mean the difference between employment and unemployment.
- i. “And it's why leaders of just about every type of business in Canada need to encourage today's youth to embrace a science, technology, engineering or mathematics education, even if they aren't planning to go into a STEM career.
“Clearly, a STEM degree is a prerequisite for many jobs, including computer programming, medicine, engineering (of all kinds) and

environmental science. But such an education also opens the door to many other employment possibilities”

“This despite the fact that most students agree that science has relevance to their everyday lives and offers them many different career options. Indeed, as one report from 2012 noted, almost two-thirds of workers with a STEM undergraduate degree work in a non-STEM job, while those who do work in STEM fields enjoy higher pay on average and experience lower unemployment rates than workers in other fields” (Global & Mail, p. B16)

- ii. Pursuing a degree with a high demand can give students the edge when it comes to seeking a job. Even if the individual is interested in the humanities field, a STEM degree can give them a chance at acquiring a job in that field, whereas a student holding a humanities degree has no chance of joining a STEM driven job. Every degree gives a certain level of qualifications, unfortunately some give a bigger edge, and employers ALWAYS look at what you focused your time in school on.

D. Topic Sentence: If the individual is interested in liberal arts, it is a good idea to pursue a STEM degree first, and upon completion, start taking classes for their desired subject.

- i. Evidence: “Samantha Arnold knew what she wanted to do when she graduated from Carleton University in 2007 with an Honours BA in criminology and law. Her dream was to work with young people in the youth justice area. There was only one problem: even with a university degree, she lacked the practical skills necessary to get a job in her chosen field.

There were no careers open to me and it looked like I would have to go back and get a master's degree," says the Halton Hills woman, now 26.

Instead, Arnold started doing online research and contacting local agencies that employed child and youth workers. "I learned that they really liked what the graduates of Humber College's Child and Youth Worker program had to offer. So I decided to enroll there." (Maclean, 2010)

“It’s true some advanced degree holders may have earned undergraduate degrees in humanities, but they quickly learned humanities degrees alone offered inadequate training, and they returned to school for more technical degrees.” (Conard 467-470)

- iii. Typically, careers in certain fields of the liberal arts spectrum require more than just a bachelor's degree. Some require a masters or a Ph.D. This means a lot more time and money invested. College is expensive as it is, and without having a good job, it's hard to afford it. A bachelor's in a STEM related subject can bolster income, allowing an individual to pursue a subject later on.

E. Counterargument

- iii. "To best prioritize our scarce education resources, we ought instead to focus on technical subjects such as math and engineering. This short-term market logic doesn't work across the thirty-or-so-year horizon of a full career. A generation ago, lawyers made more money than investment bankers. Today, we have too many law graduates" (Madsbjerg/Rasmussen, 2017)
- iv. "Of the 1.35 million bachelor's degrees conferred in the 2002-03 school year, 293,545 (21.8%) were for business, while 143,218 (10.6%) were awarded for social sciences, and 105,790 (7.8%) were for education. Computer and information sciences, virtually unknown a generation ago, accounted for 57,439 bachelor's degrees (4.3%)" (Gale, 2007)
Statistics show us that STEM related fields are still often overseen, and there are far more business graduates than scientist or engineers. As a matter of fact, some degrees in the STEM realm were and are still somewhat unknown. Many people still don't know or don't care what a quantum physicist does.

III. Conclusion (You don't need to write anything for the conclusion for your outline)