



IB292 – Course Syllabus

CRN 65405 1 credit hour

Time	Tuesdays 4:00-4:50PM
Location	2083 Natural History Building
Instructor	Christina Swanson
Contact	sillima2@illinois.edu 2002D Natural History Building
Office Hours	By appointment, email any time!
Course Page	Moodle: https://learn.illinois.edu

- COURSE DESCRIPTION -

WHY SHOULD I TAKE THIS COURSE?

There are SO many things you can do with an IB degree, even if you know you love science or medicine, it is hard to find a role that is "right" for you. If you are lucky enough to know what you want to do, it's not so simple to figure out what you need to do to be successful in that career, or what experiences you need on your resume.

This course is meant to be an opportunity for you to figure out what you want to do next – and perhaps with the rest of your life - and to learn what it takes to be successful in whatever path you choose. **Take this course if you want to explore your options after college, or if you want to know how to set yourself up for success in the job market.**

WHAT TO EXPECT

I will provide every opportunity for your success, because that is my number one course objective. In return, I ask you to reflect, and to think critically both during and outside of class.

There are no pop quizzes, memorization, or rigorous exams. Instead, you are in charge of your own learning process, and **we are focused on real-life application**. You will have input on how you spend your out-of-class time and what projects would benefit you the most. Our final project will be a real-life application of the course material, and is meant to further your career goals.

COURSE OVERVIEW

In this one credit course, we will explore what jobs and industries are available to IB grads, and how your set of skills and abilities makes you uniquely qualified for these positions. You will explore your own skill set and values to determine what careers and industries are right for you, and how to decide if you're a good match for a job. This will also help you plan for what experiences and skills you need to include in your final semester(s) here at UIUC!

Once you have a few career paths in mind, we'll talk about how to communicate to employers what you can uniquely offer (your "brand"), to showcase why you are a good match for the positions in their fields.

We'll have experts along the way to serve as resources, including UIUC biology alumni that have been in your shoes and are now professionals in a range of fields. They are ready to share their experiences, wisdom, and insider information from their time working in positions and on the job market. You will get invaluable connections to IB fields, and advice from individuals at different points in their careers. You can read all about these co-educators on our website.

- COURSE OVERVIEW –

WEEK	DATE	TOPIC	CO-EDUCATORS
1	21 Jan	Introductions	Steve Caldwell
2	28 Jan	Networking 1: The “hidden job market”	Andrea Baldwin DaTeng Lin
3	4 Feb	Alumni Panel 1	Alison Kirby Kim McAllister Carolyn Kelly
4	11 Feb	What do you have to offer as an IB student?	Jess Hoffelder Alessa Laserna
5	18 Feb	Networking 2: But what do you say?	Angela Cruz
6	25 Feb	Alumni Panel 2	Juniper Simonis Joseph Frumkin Patrick Madigan
7	3 Mar	How to explore career options	<i>none</i>
8	10 Mar	What skills are employers looking for?	Grace Pixton Christina Andersen
9	17 Mar	SPRING BREAK - NO CLASS	
10	24 Mar	Writing application materials	Writers Workshop Matt (Grobis) Sosna
11	31 Mar	Company analysis and self-exploration	Frank Dohleman Grant Hansen
12	7 Apr	Alumni Panel 3	Jim Caruso Iza Redlinski Nathan Martin
13	14 Apr	How to talk about yourself (your “brand”)	Rose Keane
14	21 Apr	Getting the job: Interviewing	The Career Center
15	28 Apr	Interviewing Workshop	Steve Caldwell
16	5 May	Your next steps	Steve Caldwell
17	12 May	FINALS WEEK - NO CLASS	

*We may have changes or updates to our co-educators throughout the semester. I will try to give you as much notice as I can if this is this case.

- COURSE OUTLINE, DETAILED -

Note: Steve Caldwell and Christina Swanson will be in class each week

Week 1 – Introductions

CO-EDUCATORS	Steve Caldwell
DESCRIPTION	Introduction to the structure of the course, expectations, our co-educators, and one another

Week 2 – Networking 1: the “hidden job market”

CO-EDUCATORS	DaTeng Lin Andrea Baldwin
DESCRIPTION	What networking is and why it is so important and beneficial Specific ways that each alum has benefited from networking How to take initiative and use this class most effectively

Week 3 – Alumni Panel 1

CO-EDUCATORS	Alison Kirby Kim McAllister Carolyn Kelly
DESCRIPTION	Alumni panel discussion with a focus on what skills alumni use in their professions and what they do on a daily/weekly basis

Week 4 – What do you have to offer as an IB student?

CO-EDUCATORS	Alessa Lasserna Jess Hoffelder
DESCRIPTION	Exploration of your skills, experiences, values, ideals, and goals. Explicit connection of your IB experiences to tangible skills gained. Identifying your unique skill set

Week 5 – Networking 2: But what do you say?

CO-EDUCATORS	Angela Cruz
DESCRIPTION	How to reach out, and what to say in an initial email to a new contact How to maintain your contacts How to utilize your LinkedIn profile and other networking platforms

Week 6 – Alumni Panel 2

CO-EDUCATORS	Patrick Madigan Juniper Simonis Joseph Frumkin
DESCRIPTION	Alumni panel discussion, using student-generated questions

Week 7 – How to explore career options

CO-EDUCATORS Steve Caldwell
DESCRIPTION Ways to explore your career(s) of interest, such as informational interviewing and job shadows
Conduct a job search and find an actual job ad to use for your application project

Week 8 – What skills are employers looking for?

CO-EDUCATORS Christina Andersen
Grace Pixton
DESCRIPTION Identify the skills you anticipate needing for a position
Discuss the skills and experiences alumni use in their jobs, and/or look for in employees
Dissect job ads for explicit, implicit, and most important skills and experiences
Compare your expectations with the results of our research

Week 9 – SPRING BREAK, NO CLASS

Week 10 – Writing application materials

CO-EDUCATORS Writers Workshop
Matt Sosna
DESCRIPTION The Writers Workshop will introduce us to the application genre and the writing process in general
Ask questions, debrief on your experience writing application materials

Week 11 – Company analysis and self-exploration

CO-EDUCATORS Steve Caldwell
Frank Dohleman
Grant Hansen
DESCRIPTION Identify and articulate your long- and short-term goals
Identifying the values and goals of employers
Dissecting your career - how to project company culture, daily tasks, responsibilities, etc.
How to assess if you're a match with a position/organization
How to determine if you can do the job (if you're qualified)

Week 12 – Alumni Panel 3

CO-EDUCATORS Steve Caldwell
Iza Redlinski
Jim Caruso
Nathan Martin
DESCRIPTION Alumni panel discussion

Week 13 – How to talk about yourself (your “brand”)

CO-EDUCATORS	Rose Keane
DESCRIPTION	Overview: what is a “brand”? Alumni share their brands Generating your own brand

Week 14 – Getting the Job: Interviewing

CO-EDUCATORS	The Career Center – Emma Andruczyk
DESCRIPTION	TCC and alumni discuss what to expect, how to prepare for, and what the point is of interviews TCC and/or alumni review interviewing techniques (story telling techniques)

Week 15 – Interviewing Workshop

CO-EDUCATORS	Steve Caldwell
DESCRIPTION	Workshop to practice interviewing techniques, answering tough questions, and responding to unanticipated prompts

Week 16 – Your Next Steps

CO-EDUCATORS	Steve Caldwell
DESCRIPTION	End of semester feedback (ICES) [15 min, beginning of class] Pulling it all together – discussing what we’ve learned from the semester and making an action plan to continue your career growth after the course is over

- COURSE OBJECTIVES –

- Increased awareness of SIB-related careers, both at a macro level (e.g. what skills are most needed in the science job market) and a micro level (e.g. what a day or week looks like for X or Y career).
- Help students elucidate and articulate their own goals, values, and ideals and then use this to create a message that resonates with a specific, target audience.
- Provide a safe, welcoming, inclusive space in which students feel encouraged and confident
- Foster a critical and reflexive attitude through active reflection and self-evaluation.
 - Development of self-evaluation and self-correction skills
- Articulation of your skills, and why that makes you uniquely qualified
 - Students will be able to create a “brand” or personal narrative
- Decipher the implicit and explicit goals, objectives, and ideologies of potential employers
- Understand how employer goals align with the skills and tasks required for each job
 - Students will know how to research and interpret employer goals
- Unveil the “hidden” genre of application materials and interview techniques
 - Know how and why to be specific and active in your language

- Articulate why you are uniquely qualified for any job
- Connect your experiences with what you can do in that particular job
- Always focus on your goals
- Cultivate a sense of empowerment to succeed in one's chosen career
 - Students will feel prepared and confident to tackle each component of the job search, and to build the skills necessary to be competitive on the job market
 - Students will be able to find resources to define or further their career goals
- Students will develop the tools to understand their own values, beliefs, and rationale for their actions; this metacognitive awareness will be fostered through modeling (from alumni, instructors, and advisors) as well as activities promoting self-evaluation and reflection.
- Foster transferable soft skills such as problem solving, teamwork, critical thinking, evaluation, etc.
- Articulation of long- and short-term goals
- Promote individual initiative and agency, and especially an awareness of the necessity of taking ownership of one's educational experience and future opportunities
- Foster a more interconnected and articulate understanding of your skills and how this amalgam can be conveyed to resonate with a target employer's goals
- Better understanding of the real-life dilemmas, problem solving, and complexities in a science-based work environment
- Practice learning from one's mistakes in a safe space; learning what can be improved (there is always something!) and what resources can be used to implement the change(s).
- Enhance overall rhetorical abilities, by: focusing on and identifying genre-specific elements; tailoring a message to a specific audience; probing one's own values and goals for deeper and more meaningful communication; purposeful connection of one's own goals with those of their audience; application of these ideas to several different modes and genres of communication
- Apply all of the above skills, lessons, goals, and techniques in a real-life, high-stakes culminating event: your informational interview and/or job shadow and application materials

What will you get out of the course?

Career exploration

- Learn about 20+ career options
- Connect with 20+ professionals in various IB fields
- Personal connection with a professional in your field of interest
- Individual meeting with Christina to identify careers that fit your interests
- Chance to get all of your questions answered by professionals in the fields you are interested in

Skill building

- List of *your* skills and experiences
- What skills and experiences employers are looking for
- Methods to find job openings in your field of interest
- Tailored application materials for a job / professional school of interest to you
- How to show your personality in a professional setting (job ads, interview, at work)
- How to know if a job and company is right for you

- What to include in your application materials, what employers are looking for
- What to expect at an interview, with field-specific insights from alums
- Practice developing and answering interview questions
- Practice writing application materials
- Polished LinkedIn profile and a start to your professional network
- Learn about other campus resources for career exploration and skill building, and meet other career professionals you can get answers from
- How to interpret job ads for what they are actually looking for and what's important to them
- How to talk about your skills and experiences

Self-Exploration

- Confidence in your abilities, since you'll know what those abilities are!
- Prioritized list of your values
- Ways to identify what you like and don't like in organizations and jobs
- Motivation to take steps towards your career goals
- List of your career/professional goals
- Less anxiety about your future, since you'll have concrete steps and professionals in your field to help you move forward

- READINGS AND TEXTS -

Textbooks: There are no required texts for this course

Other Readings: Relevant articles and videos will be provided through our course website free of cost.

- GRADING AND EXPECTATIONS -

GRADING PHILOSOPHY

I do *not* view grading as a punishment or reprimand for not knowing the answer, but as critical feedback that is used to advance your understanding of self, others, and content. These are opportunities to learn and grow – *everyone* can improve, so everyone will receive constructive comments. If my comments do not help you, or you are left with questions, please let me know and we will figure out another way to provide you with feedback. This should never be a stressful process, but this does not mean it will be without the mental burn of a good brain work out!

I *always* welcome feedback on my grading, teaching, or communication of concepts. Please feel free to come to me with any comments, questions, or concerns.

GRADING BREAKDOWN

Course Engagement	30 points	2 points/class, active participation
Homework	8 points	1 point each
Alumni Question Posts	10 points	1 point each
Career Exploration Articles	10 points	1 point each

Alumni Ambassador	6 points	
Semester Projects	30 points	15 points each
End of Semester Reflection	6 points	
Extra Credit Assignments	10+ points	1 point each, <i>extra credit</i>

Your final grade will be either Satisfactory (Pass) or Unsatisfactory (Fail) according to the following grading scale:

Satisfactory	85 - 100+ points
Unsatisfactory	84 points and under

GRADING DESCRIPTIONS

Homework

- 1 point for thoughtful engagement with the activity, careful consideration, and thorough responses
- 0.5 points for incomplete or surface level engagement with the activity
- 0 points for missing assignments

Course Engagement

- 2 points for thoughtful engagement with the material, speakers, activities, and classmates.
- 1 point for surface level engagement, learning while texting, or anything else that hinders your or your classmates' learning (arriving late, non-relevant activities, etc.).
- 0 points for not engaging in class

Extra Credit Assignments

- 1 point for thoughtful engagement, careful consideration, and thorough responses
- 0.5 points for incomplete or surface level engagement with the activity
- 0 points for missing assignments

Career Article Submissions

- 1 point for thoughtful engagement with the articles or web pages. Responses do not have to be more than a couple of sentences, but they must show that you have considered what you would enjoy and dislike about each career (tasks, skills, work environment, etc.)
- 0.5 points for incomplete or surface level engagement with the activity, not responding to all articles, or other partial responses
- 0 points for missing assignments

Alumni Forum Posts

- 1 point for thoughtful, relevant, and authentic questions that help you to learn more about whether that career is right for you
- 0.5 points for incomplete or surface level engagement, not submitting questions for all alums, or lack of effort on questions
- 0 points for missing assignments

Alumni Ambassador

This includes points for the work you put into preparation and being a stand-out ambassador for our class – thank you in advance for doing a great job representing our IB undergrads 😊

Ambassador Reflection

- 3 points for a thoughtful and authentic reflection that discusses what you learned from the experience, how/whether it helped you advance your career goals, and anything else that you would like to reflect on.
- 1-2 points for a summary of events, not answering all prompts, or clear lack of effort.
- 0 points if missing

Ambassador Engagement

- 3 points for preparing for your role, including reading forum posts and making note of which questions to ask, and for engaging with the alums by asking them relevant questions or connecting them with fellow students who have those questions. *Note: you may not have a chance to ask any questions and that's okay! You will only lose points if you do not engage with the class and/or alums when nobody else is asking questions*
- 1-2 point for not being prepared, not asking questions during gaps, or being a poor representative of your fellow classmates in IB.
- 0 points for not engaging in class

Semester Projects

First Drafts – 2 points each

Revisions – 3 points each

Final Drafts – 10 points each

Detailed rubrics on Moodle

End of Semester Reflection

- 6 points for a thoughtful and authentic reflection that discusses what you learned from the class, how/whether it helped you advance your career goals, how you applied what you learned from the semester, what your next steps are, and anything else that you would like to reflect on.
- 2-5 points for a summary of events, not answering all prompts, or clear lack of effort.
- 0 points if missing

DUE DATES

- All assignments, including projects, are due by 4:00PM the day they are due
 - Homework, Career Article, and Extra Credit Assignments are due Tuesdays by the beginning of class (4:00PM), submitted through our Moodle course page.
 - Alumni Forum Posts are due Mondays by 4:00PM, the day before the alumni join us in class (to give the Alumni Ambassador time to review the posts)

- The Alumni Ambassador Reflection is due one week after your assigned alum has come to class, by the beginning of class Tuesday (4:00PM).
- Projects are due on the following dates:

<u>PROJECT</u>	<u>DUE DATE</u>
ALUMNI AMBASSADOR REFLECTION	<i>1 week after assigned</i>
INFORMATIONAL INTERVIEW PROJECT	
▪ Email request – initial draft	18 February
▪ Email request – revisions	25 February
▪ Final draft	21 April
APPLICATION PROJECT	
▪ LinkedIn profile – initial draft	4 February
▪ Application First Draft	24 March
▪ Final draft	28 April
END OF SEMESTER REFLECTION	5 May

- POLICIES –

MAKE UP AND LATE ASSIGNMENTS

Those with pre-approved absences can submit their homework, reflection, and follow-ups the following class period (e.g. conference presentation). Those with eligible absences* and documentation will receive an extension for all due work (e.g. death in the family).

Late assignments are not accepted, but there will be opportunities to *revise* your assignments for a higher score.

*Please consult the Student Code Article 1, Part 5 to check whether a particular reason for absence is eligible for late submission of work: http://studentcode.illinois.edu/article1_part5_1-501.html.

ACADEMIC INTEGRITY

All students are responsible for reading the [University of Illinois Student Code](http://admin.illinois.edu/policy/code/article1_part4_1-402.html). Pay particular attention to http://admin.illinois.edu/policy/code/article1_part4_1-402.html concerning plagiarism and cheating.

- INCLUSIVITY -

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@illinois.edu

The Office of Minority Student Affairs' (OMSA) Academic Services Center (ASC) offers free academic services, and tutoring for some classes (e.g. IB150). Matched and drop-in tutoring along with Supplemental Instruction (SI), collaborative learning/study groups, and academic skills workshops are among the services featured in the OMSA ASC. OMSA's services are designed to

help students achieve in college. The level of rigor at the University of Illinois is different than in high school or community college. No matter how you performed before attending Illinois, there is always room to examine and hone your study skills. To learn more about these services, visit <https://omsa.illinois.edu/programs/tutoring/> or stop by the OMSA ASC located at 701 South Gregory Street, Suite I, Urbana, IL 61801.

While we strive to include as many voices and perspectives as possible, this course is by no means wholly representative of the diversity of backgrounds, paths, perspectives, and values in the various possible careers after graduation. All of you bring your own unique set of experiences, perspectives, and knowledge that will complement and enhance what we have to offer, and we are excited to hear what you bring to the group. Everyone's ideas and backgrounds will be respected and valued in this safe, welcoming space. We are glad to have you!

**Everyone is welcome, and heartily encouraged to participate in this safe space.
Hate has no home here.**