1B292 – Course Syllabus
CRN 65405  1 credit hour

NOTE: COURSE SYLLABUS WILL BE UPDATED FOR FALL 2018

Time  Tuesdays 4:00-4:50PM
Location  2083 Natural History Building
Instructor  Christina (Silliman) Swanson
Contact  sillima2@illinois.edu  |  2002D Natural History Building
Office Hours  Wednesdays 3:00-4:00PM, or by appointment
Course Page  Moodle: https://learn.illinois.edu

- COURSE DESCRIPTION -

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.

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 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 -

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ITEMS DUE</th>
<th>CO-EDUCATORS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>16 Jan</td>
<td>Introductions</td>
<td>Steve Caldwell</td>
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<tr>
<td>2</td>
<td>23 Jan</td>
<td>What do you have to offer as an IB student?</td>
<td>Grant Hansen, Mark DiMartino, Christina Andersen</td>
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<tr>
<td>3</td>
<td>30 Jan</td>
<td>What's available to an IB student on the job market?</td>
<td>Jim Caruso, Doug Hinrichs, Gail Kampmeier, Caroline Martorano, Christina Andersen</td>
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<td>4</td>
<td>6 Feb</td>
<td>What skills are employers looking for?</td>
<td>Frank Dohleman, Christina Andersen, Clint Kowalik</td>
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<tr>
<td>5</td>
<td>13 Feb</td>
<td>Company analysis and self exploration</td>
<td>30 min meeting</td>
<td>Daniel Bruzzini</td>
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<td>6</td>
<td>20 Feb</td>
<td>How do I know if I'm a match?</td>
<td>30 min meeting</td>
<td>Christina Andersen</td>
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<td>7</td>
<td>27 Feb</td>
<td>Your &quot;brand&quot;</td>
<td>Unit 1 Project</td>
<td>Grant Hansen, Mark DiMartino, Clint Kowalik</td>
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<tr>
<td>8</td>
<td>6 Mar</td>
<td>Writing application materials</td>
<td>Writers Workshop</td>
<td>Laura Klein application</td>
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<td>9</td>
<td>13 Mar</td>
<td>Revising application materials</td>
<td>Project Proposal</td>
<td>Writers Workshop, Matt Grobis</td>
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<td>Date</td>
<td>Event</td>
<td>Instructor(s)</td>
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<td>10</td>
<td>SPRING BREAK, NO CLASS</td>
<td>The Career Center Brenna Decker</td>
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<tr>
<td>27 Mar</td>
<td>Networking and Career Fairs</td>
<td>The Career Center Kim McAllister</td>
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<tr>
<td>3 Apr</td>
<td>Interviews</td>
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<td><strong>UNIT 3 – ON THE JOB</strong></td>
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<td>10 Apr</td>
<td>Case studies from alumni</td>
<td>Mark DiMartino</td>
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<td></td>
<td>Unit 2 Project</td>
<td>Steve Caldwell</td>
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<td>Frank Dohleman</td>
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<td>Caroline Martorano</td>
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<td>Clint Kowalik</td>
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<tr>
<td>17 Apr</td>
<td>Week in the life, panel, Q&amp;A, or other</td>
<td>Caroline Martorano</td>
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<td>Kim McAllister</td>
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<td>Clint Kowalik</td>
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<td>24 Apr</td>
<td>Working with diverse audiences</td>
<td>Gail Kampmeier</td>
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<td>1 May</td>
<td>Metacognitive Moment (reflection)</td>
<td>Clint Kowalik</td>
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<tr>
<td>8 May</td>
<td>FINALS WEEK, NO CLASS</td>
<td>Semester Project</td>
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*The schedule is subject to change throughout the semester. If changes do occur you will be provided with a revised syllabus.

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**- COURSE OUTLINE, DETAILED -**

**UNIT 1 – NAVIGATING THE JOB MARKET AND YOUR CAREER GOALS**

**Week 1 – Introductions**
- **CO-EDUCATORS** Steve Caldwell
- **DESCRIPTION** Introduction to the structure of the course, expectations, our co-educators, and one another
- **ASSIGNMENTS**
  - **Reflection** – semester goals, expectations, questions, and trepidations
  - **Homework** - Review the syllabus; top 3 dates/times to meet during week 5 or 6, introductory survey.

**Week 2 – What do you have to offer as an IB student?**
- **CO-EDUCATORS** Steve Caldwell, Grant Hansen, Mark DiMartino, Christina Andersen (in person)
- **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
ASSIGNMENTS  Reflection – how will you foster this life-long skill of identifying, organizing, and cataloging your experiences and skills?  
**Follow-up** – formalize what we talked about in class by filling in the “your skills” worksheet  
**Homework** – brainstorm career and job options of interest to you. Read the alumni profiles for our co-educators and look over the other IB alumni to see what they are doing with their degrees

**Week 3** – What’s available to an IB student in the job market?  
**CO-EDUCATORS** Steve Caldwell (biotech)  
Jim Caruso (forensic pathology, DNA analysis, forensic toxicology)  
Doug Hinrichs (sustainability)  
Gail Kampmeier (non-faculty research - entomology)  
Caroline Martorano (botanist, fire ecology, graduate student)  
Christina Andersen (non-traditional health care)  

**DESCRIPTION**  
Connect with IB alumni in a variety of careers  

**ASSIGNMENTS**  
**Reflection** – which of these paths resonated with you? What components would you enjoy and which would you dislike?  
**Follow-up 1** – use what you learned to do another round of job searching. Break the complete list into three categories: further exploration, back burner, not for me.  
**Follow-up 2** – conduct an informational interview with someone in your area of interest to learn more about that career  
**Homework** – Pick two jobs of interest to you. Brainstorm 3-5 skills and 3-5 experiences you anticipate you would need for those positions. Find a job, co-op, or internship advertisement to bring to class – ideally, within one of those areas of interest to you.

**Week 4** – What skills are employers looking for?  
**CO-EDUCATORS** Frank Dohleman  
Christina Andersen  
Clint Kowalik  
Steve Caldwell  

**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  

**ASSIGNMENTS**  
**Reflection** – does this new understanding of what skills positions entail modify your career interests? How do you think these required skills and tasks translate to daily, weekly, monthly responsibilities? Are these what you want to be doing on a daily basis?  
**Follow-up 1** – Complete an activity on how to search for jobs (this will be essential for the Unit 1 project)
Follow-up 2 – Odds are you don’t have all of the experiences and skills asked for in these job ads – that’s okay! List some of these missing skills and experiences on one side, and then on the other side some realistic ways that you can gain those in the short and long term.

Homework - Identify your values, interests and ideals (EPICS). Brainstorm three short term and three long term career goals.

Week 5 – Company analysis and self-exploration
CO-EDUCATORS Steve Caldwell
    Daniel Bruzzini
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.

ASSIGNMENTS Reflection – what is the main difference between the jobs you’re qualified for right now and the jobs that align with your final career aspirations? Now that you have thought about your long and short term goals, how might those insights change the way you strategize your job search? Think about the impression you had about our focus company today at the beginning and then the end of class: what changed? Were any of the employer values, goals, ideals surprising or off-putting or exciting to you?

Follow-up 1 – Articulate the company culture, daily tasks, responsibilities, values, goals, ideals, etc. of your top three careers, using research and job openings to support your conclusions.

Follow-up 2- Prioritize your values and interests. Compare this to the lists you made (follow up 1) for your top three careers; (how) do they align? Compare this to your goals; (how) do they align? What does this tell you about your career choices?

Homework – Are you a match? Pick one job of interest to you. List your skills/experiences on one side and the job skills/experiences on the other. Highlight common or overlapping items in green and any unique items in red.

Week 6 – How do I know if I’m a match?
CO-EDUCATORS Christina Andersen
    Steve Caldwell
DESCRIPTION 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)
Research and brainstorm ways to gain missing skills/experiences (prep for Unit 1 Project)

ASSIGNMENTS Reflection – What has been most beneficial from Unit 1? What was the most challenging? What do you still have questions, concerns, or comments about? Do you have the resources to address these? What changes have you noticed in how you think about your future career or your upcoming job/internship search?
Follow-up – Expand this “matching” activity to your top three career choices. Identify what skills and experiences you are missing and whether that is consistent across all three. What will that mean for planning your next few years?

Homework – Meet with me for 30 min during week 5 or 6 to discuss your Unit and Final Projects. Bring your application materials (from Unit 1 Project) to class. Bring your week 6 homework to class (your skills list and the job application).

Unit 1 Project [due week 7]: In preparation for Unit 2, find two internship, research/scholarship, school applications, or job listings that are due AFTER week 13 that will advance your career goals [or if nothing is available, something that you would want to apply for in the future]. Write the first draft of application materials. We will be using these for the next several weeks, so they must be printed or on your device for EACH class, in addition to the copies you submit to me.

UNIT 2 – APPLYING FOR JOBS

Week 7 – Your “brand”

CO-EDUCATORS  Grant Hansen  
Mark DiMartino  
Clint Kowalik  
Steve Caldwell

DESCRIPTION  Overview: what is a “brand”?  
Alumni share their brands  
Generating your own brand

ASSIGNMENTS  Reflection – What are your questions, struggles, excitement, fears, doubts about writing application materials? Which of these did you encounter when writing your first draft? [use this to mentally prep for the discussion on the application “genre” with the Writers Workshop next week]  
Follow-up – “brand” your application materials (opportunity to get feedback for the Unit 2 project)  
Homework – pick a job/internship opening other than the one(s) you used in class. List 3 skills and 3 experiences that make you uniquely qualified and write a sentence or two argument for why you are uniquely qualified to excel in that position. Bring your application materials (from Unit 1 Project) to class  
Final Project Proposal – if you don’t know what to do yet, be sure to talk to Christina

Week 8 – Writing application materials

CO-EDUCATORS  Writers Workshop  
Steve Caldwell  
Laura Klein’s application materials
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

ASSIGNMENTS  Reflection – How is writing application materials similar to and different from different genres of writing (scientific papers, lab reports, creative writing, essays, etc.)? What is your writing “process”? Follow-up – Expand your reflection into action – apply what you’ve learned about the overlap and unique aspects of the application genre to make a summary sheet, flow chart, infographic, or other means of reminding yourself what aspects to focus on for applications.

Homework – primer activities: active vs. passive; specific vs. broad (how to narrow and specify your language). Bring your application materials (from Unit 1 Project) to class

Final Project Proposal (Due Week 9): Submit a proposal for your final project, including a description of the activity, anticipated time it will take you to complete, and a rationale for how this will advance your career goals. This could be a career fair, job fair, mock interview, submission of application materials (in addition to the one we work on in class), informational interviews, job shadow, etc.

Week 9 – Revising application materials

CO-EDUCATORS  Writers Workshop
Steve Caldwell
Matt Grobis
Laura Klein’s application materials

DESCRIPTION  The Writers Workshop will join us to help read/revise written materials
Review and revise materials using genre-specific activities
- Revise to be more specific and active
- Goal focused
- Tailored to each position
- Connect tangible experiences to concrete actions

ASSIGNMENTS  Reflection (due week 11) – Summarize the main point of an application in a sentence or two. What are employers looking for in application materials? What questions or concerns do you still have about writing and revising application materials?
Follow-up – formalize and/or complete what we discussed in class; revise materials using the genre-specific activities (opportunity to get feedback for the Unit 2 project)

Homework (due week 11) – Networking and Career Fair survey

Week 10 – NO CLASS, SPRING BREAK

Week 11 – Networking and Career Fairs
CO-EDUCATORS  The Career Center
Steve Caldwell
Brenna Decker

DESCRIPTION  TCC joins us to talk about what networking is and how you do it, including how to utilize career fairs to help you get a position

ASSIGNMENTS  Reflection – Generate a list of initial contacts to start your network (individuals you know and general starting points such as “my TAs”). What do you want to gain/ask from these contacts? What kinds of questions would you want to ask of them? How would you initiate a conversation with them?

Follow up – Research and catalogue career/internship/other fairs available to you. Pick the most relevant and research what organizations are in attendance (use Handshake for this). List the 10-15 most relevant organizations and the kinds of opportunities they offer (jobs/internships/volunteer/etc.).

Homework – interview survey

Week 12 – Interviews

CO-EDUCATORS  The Career Center
Steve Caldwell
Kim McAllister

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)

ASSIGNMENTS  Reflection – Thinking of the purpose of interviews, what kinds of questions should you ask of the interviewer? What kind of information do you want to be sure you glean from the interview process, and how might you gather that information?

Follow-up – use the list of interview questions we generated in class, and those that you’ve researched, and write down your answers to these questions as if you were responding in an interview. Include behavioral, content based/technical/skills based, motivation, and critical thinking/problem-solving questions.

Homework – TBA (prep for case studies)

Unit 2 Project (Due Week 13): Submit the final draft of your application materials by the beginning of Week 13. Be sure the due date is highlighted so we can review this several times well before the deadline.

UNIT 3 – ON THE JOB

Week 13 – Case studies from alumni

CO-EDUCATORS  Mark DiMartino & Steve Caldwell (biotech)
Frank Dohleman (academic collaborations, crop sciences)
Caroline Martorano (botany field work)
DESCRIPTION
Clint Kowalik (government work, wildlife, public outreach/education)
This is centered around problem solving in a real world setting, with an interesting or unique problem one of our alumni have encountered in their profession. Students will have the chance to solve the problem
  o  E.g. Steve having to troubleshoot relocation of millions of dollars of sensitive enzymes and equipment to a new location

ASSIGNMENTS
Reflection - What can we infer from these activities about the kinds of skills required in the various IB-related disciplines? Were any of these skills or tasks surprising? What components of these positions resonated with you?
Follow-up – TBA
Homework – Review the profiles of the alumni panelists for next week. Brainstorm questions about what they do on a daily/weekly basis, the kinds of skills they use, how they got to that position, advice for you, etc.

Week 14 – Alumni Panel
CO-EDUCATORS
Mark Tiritilli (PCP)
Leslie Geibel (genetic counseling)
Caroline Martorano (field work, grad school)
Steve Caldwell (biotech)
Kim McAllister (NIH, program administrator)
Clint Kowalik (government work, wildlife, public outreach/education)

DESCRIPTION
Alumni panel discussion

ASSIGNMENTS
Reflection - Given that your interests may lie outside of these disciplines/positions, how might you get answers to questions about the fields you’re most interested in? What questions, or types of questions, would be most productive or beneficial for you to ask?
Follow-up – Generate a list of individuals (or categories/titles of individuals) that you can have a conversation or informational interview with. Generate a list of questions to ask them, separated by question type (get a handout from Christina on the kinds of questions you could focus on)
Homework - Outline (with bullet points) how you could respond to two related situations.

Week 15 – Working with diverse audiences
CO-EDUCATORS
Steve Caldwell
Gail Kampmeier (in person)
Clint Kowalik

DESCRIPTION
how to navigate diversity and bias in the workplace
how to communicate with diverse audiences

ASSIGNMENTS
Reflection - Think about your own intended career path. Who might you have to communicate with regularly? What kinds of issues or conflicts in world view might arise? What strategies could you use to
identify and mitigate these conflicts to maintain a professional relationship with them?

**Follow-up – TBA**

**Homework** – End of semester survey/reflection

**Week 16 – Metacognitive moment (course reflection)**

**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 (course reflection)

**ASSIGNMENTS**

- **Reflection** - none
- **Follow-up** – none
- **Homework** – none, finalize Final Project instead

**Final Project (due May 8 by 4:00PM in 2002D)**: Participate in at least one career enrichment activity, such as a mock interview at the Career Center, networking at a career fair, creating a wayfinding map at the Life+Career Design Lab, or any other pre-approved career building activity. Write a 1.5 page reflection on how you applied what we have talked about the past two units to improve your outcome and what you learned from the activity itself.

## 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 (job fair, mock interview, etc.)

- 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. The reading is supplementary in nature, and will not make up a large component of the course.

- 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

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<tr>
<th>Category</th>
<th>Points</th>
<th>Description</th>
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| Course Participation   | 30 points| 1 point per reflection
|                        |          | 1 point active participation/class                                           |
| Homework               | 30 points| 2 points each                                                                |
| Unit Projects          | 20 points| 10 points each                                                               |
| Semester Project       | 20 points|                                                                             |
| Follow Up (bonus points)| 10 points| 1 point each up to 10 can be submitted for credit                             |
| Total possible points  | 110 points|                                                                             |

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

- **Satisfactory**: 90 - 100+ points
- **Unsatisfactory**: 89 points and under

## GRADING DESCRIPTIONS

### Reflections
- 1 point for thoughtful connections, questions, comments, etc.
- 0.5 points for a summary, surface level comparisons, or non-relevant material
- 0 points for missing assignments

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

### Class Participation
- 1 points for thoughtful engagement with the material, speakers, activities, and classmates.
- 0.5 points 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

### Follow Up (bonus points)
- 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
- *Pick up to 10 of these to complete for credit, but I’m happy to provide feedback on all of them*

### Unit and Semester Projects
- Grading rubrics TBA
DUE DATES
- The homework, reflection, and optional follow ups are due the week after they are assigned, by the beginning of class, submitted through our Moodle course page.
- The Unit Projects will be due at the beginning of the class for which they are assigned.
- The Semester Project is due by 4:00PM on 8 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. 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

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