IB292 – Course Syllabus
CRN 65405 1 credit hour

Time: Tuesdays 4:00-4:50PM
Zoom Info: Link: https://go.illinois.edu/IB292zoomS21
Meeting ID: 812 8208 6029 | Password: career
Instructor: Christina Swanson
Contact: sillima2@illinois.edu
Office Hours: Wednesdays 2-3PM AND email any time to meet or talk!
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 SUMMARY

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 CALENDAR –

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<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>CO-EDUCATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26 Jan</td>
<td>Introductions</td>
<td>Steve Caldwell</td>
</tr>
<tr>
<td>2</td>
<td>2 Feb</td>
<td>Networking 1: The “hidden job market”</td>
<td>DaTeng Lin, Andrea Baldwin</td>
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<td>3</td>
<td>9 Feb</td>
<td>Alumni Panel 1</td>
<td>Jim Caruso, Patrick Withrow, Brandon Cohen</td>
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<tr>
<td>4</td>
<td>16 Feb</td>
<td>What do you have to offer as an IB student?</td>
<td>Alessa Laserna, Jess Hoffelder, Masha – Research Park</td>
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<tr>
<td>5</td>
<td>23 Feb</td>
<td>Networking 2: But what do you say?</td>
<td>Frank Dohleman</td>
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<td>6</td>
<td>2 Mar</td>
<td>Alumni Panel 2</td>
<td>Julie Thole, Colleen Stoyas, Kim McAllister</td>
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<td>7</td>
<td>9 Mar</td>
<td>How to explore career options</td>
<td>Eric Berdahl, Georgia Arvanitis</td>
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<td>8</td>
<td>16 Mar</td>
<td>What skills are employers looking for?</td>
<td>Grace Pixton</td>
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<td>9</td>
<td>23 Mar</td>
<td>Mid-semester check-in</td>
<td>Joseph Frumkin</td>
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<td>Date</td>
<td>Event Description</td>
<td>Instructor</td>
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<td>30 Mar</td>
<td>Recruiter insights</td>
<td>Nadine Hashem - Eli Lilly</td>
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<td>campus recruiting lead</td>
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<td>6 Apr</td>
<td>Writing application materials</td>
<td>Writers Workshop</td>
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<td>Angela Cruz</td>
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<td>13 Apr</td>
<td>Asynchronous Career Exploration Week</td>
<td>Asynchronous videos</td>
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<td>20 Apr</td>
<td>Branding &amp; Framing – how to talk about yourself</td>
<td>Rose Keane</td>
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<td>27 Apr</td>
<td>Getting the job: Interviewing</td>
<td>The Career Center</td>
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<tr>
<td>4 May</td>
<td>Your next steps</td>
<td>Steve Caldwell</td>
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**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 the case.

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**COURSE CALENDAR, 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** Jim Caruso  
Patrick Withrow  
Brandon Cohen  
**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** Masha – Research Park  
Jess Hoffelder
Alessa Laserna

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 Frank Dohleman
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 Julie Thole
Colleen Stoyas
Kim McAllister
DESCRIPTION Alumni panel discussion, using student-generated questions

Week 7 – How to explore career options
CO-EDUCATORS Eric Berdahl
Georgia Arvanitis
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 Matt Sosna
Andrea Baldwin
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 – Alumni Panel 3
CO-EDUCATORS Joseph Frumkin
Nathan Martin
Iza Redlinksi

DESCRIPTION Alumni panel discussion

**Week 10 – Recruiter Insights**

**CO-EDUCATORS** Nadine Hashem - Eli Lilly

**DESCRIPTION** Insights from a professional recruiter from Eli Lilly. Topics could include: what makes a candidate stand out; how does the job search process work; how companies/organizations evaluate candidates; what job searchers should consider; how to best utilize LinkedIn

**Week 11 – Writing application materials**

**CO-EDUCATORS** Writers Workshop

Angela Cruz

**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 12 – ASYNCHRONOUS – Career Exploration Week**

**CO-EDUCATORS** Various!

**DESCRIPTION** *NO SYNCHRONOUS CLASS THIS WEEK.* Instead, you will have various pre-recorded short videos featuring a range of fields and career areas to watch this week asynchronously, on your own time.

**Week 13 – Branding & Framing**

**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

**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 – Your Next Steps

CO-EDUCATORS
Steve Caldwell

DESCRIPTION
End of semester feedback (ICES) [10 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

- STUDENT LEARNING OUTCOMES –

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

And much more!

- VIRTUAL CLASS LOGISTICS -

PLATFORMS & TECHNOLOGY REQUIREMENTS

Class will be virtual and synchronous using Zoom, with the exception of one week with asynchronous videos. You will need the following to participate in class:

- Access to internet for synchronous Zoom sessions
- Device with audio and video capabilities
- We will also be using the following platforms:
  o Moodle
  o Google Slides
  o Slido (https://www.sli.do)
  o Google Jam Board

ONLINE EXPECTATIONS

In addition to learning about career options and building your career-related skills, one big goal of the class is to gain meaningful connections and relationships to move your career forward. This is both building a community of support with your peers and gaining important connections in your fields of interest. You will learn that many jobs are filled not through the traditional job search sites and engines, but through personal recommendations and connections. Knowing someone in your field means you have an ally who can provide you with valuable insider information about that field and recommend you to their colleagues for shadowing, internships, jobs, or further information.

This is why we have the expectation that your video is on and you join synchronously every class you are able. (in fact, this kind of essential relationship building is why I would highly recommend you have your video on during every other class as well – you will quickly need letters of recommendation,
advice, and research positions with your professors and TAs and in order for this to happen they need to know who you are!).

I am very aware that these expectations may not be a reality for every person, every class. You or your family may become ill, you may be competing with others for bandwidth, your fuzzy colleagues may be barking, and Zoom fatigue is very real. I ask that you push yourself to do the best you are able and recognize when you need a break.

Every class will be recorded for asynchronous viewing later, with participation points still possible, so do not worry about missing 1-2 synchronous sessions. However, keep in mind that each class you attend asynchronously is one less chance to develop those key contacts and get your questions answered.

I do expect that you reach out to me (sillima2@illinois.edu) if you anticipate any barriers to participation this semester or if you have/anticipate more than 2 absences from our synchronous sessions. You do not need a DRES letter for accommodations, but you do need to communicate early and often about how we can meet your needs.

- 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
Weekly Participation 30 points 2 points/class
## Video Participation
- **5 points**
  - 2.5 points each

## Slide-O Posts
- **10 points**
  - 1 point each

## Homework
- **10 points**
  - 2 points each

## Career Exploration Articles
- **10 points**
  - 1 point each

## Semester Projects
- **30 points**
  - 15 points each

## End of Semester Reflection
- **5 points**

## Extra Credit Assignments
- **10+ points**
  - 1 point each, *extra credit*

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

#### Weekly Participation

##### Synchronous
- 2 points for thoughtful engagement with the material, speakers, activities, and classmates. Actively engaged at least once during the synchronous class period. Active engagement can mean adding question to Slide-O (with name), adding something to Zoom chat feature, sending a personal message to Christina to share with the class anonymously, using the Zoom audio function, or something else pre-approved by Christina.
- 1 point for surface level engagement, learning while texting, or anything else that hinders your or your classmates' learning.
- 0 points for not engaging in class at least once.

##### Asynchronous
- up to twice per semester, not including our scheduled asynchronous class period, unless approved by Christina
- 2 points for watching the entire video recording of the class. One paragraph synopsis (written as a note to yourself in the future about what you don't want to forget or as a set of instructions for you now to implement changes or take next steps) shows engagement with the material and thought about how it applies to your individual goals. Synopsis is submitted by noon Central Time the Tuesday following the class session (one week after the synchronous class date).
- 1 point for lack of effort, only watching and writing about a portion of the class, or lack of engagement.
- 0 points for not submitting your synopsis on time.

#### Asynchronous Career Exploration Week
- 2 points for watching at least 50 minutes worth of pre-recorded videos in full. Worksheet is completed thoroughly and thoughtfully, and submitted by the following class period at Noon Central Time. Prepared to share your favorite part at the beginning of the next class period.
- 1 point for lack of effort, only watching a portion of the videos, partial completion of the worksheet and/or unprepared to share at the beginning of the next class.
- 0 points for not watching videos and/or not submitting the worksheet.

**Video Participation**
- 5 points for engaging at least twice with video and audio on. This can be participating in an activity, responding to or answering a question, etc. Participation includes introducing yourself to the class and guest instructor(s).
- 1-4 points for not meeting the minimum number of times for video participation, surface level engagement with the activity during the video participation, or lack of effort*
- 0 points for no video participation.

*Christina will work with you so you do not get marked down for technical issues. We are only requiring video and audio two times because we understand the difficulties associated with online learning. However, we want to still build a community and network so we will do everything we can to get you on camera at least twice.

**Career Exploration 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

**Weekly Pre-Class Slide-O Posts**
- 1 point for thoughtful, relevant, and authentic questions that help you to learn more about the topic and/or career area. At least one post for each guest instructor must include your name (first name, last initial is sufficient) but you may add as many posts as you’d like either anonymously or including your name.
- 0.5 points for incomplete or surface level engagement, not submitting questions for all guest instructors, or lack of effort on questions
- 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

**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

**Semester Projects**
First Drafts – 2 points each
Revisions – 3 points each
Final Drafts – 10 points each
_Detailed rubrics on Moodle_

**End of Semester Reflection**
- 5 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.
- 1-4 points for a summary of events, not answering all prompts, or clear lack of effort.
- 0 points if missing

**DUE DATES**
- All assignments and projects are due by Noon Central Time on Tuesdays and will be submitted through our Moodle course page.
- Projects are due on the following dates:

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<thead>
<tr>
<th>PROJECT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>INFORMATIONAL INTERVIEW PROJECT</td>
<td></td>
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<tr>
<td>Email request draft</td>
<td>23 February</td>
</tr>
<tr>
<td>Interview questions</td>
<td>9 March</td>
</tr>
<tr>
<td>Final draft</td>
<td>27 April</td>
</tr>
<tr>
<td>APPLICATION PROJECT</td>
<td></td>
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<tr>
<td>LinkedIn profile – initial draft</td>
<td>9 February</td>
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- 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, e-mail disability@illinois.edu or go to the DRES website.

The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases will be subject to University harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. I expect each of you to help establish and maintain and environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.
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.**