



IB292: Translating your IB Degree into Career Success

CRN 65405 1 credit hour

Time	Tuesdays 4:00-4:50PM
Zoom Info	Link: https://go.illinois.edu/IB292zoomF21 Meeting ID: 884 0746 9708 Password: career
Instructor	Christina Swanson
Contact	sillima2@illinois.edu
Office Hours	Wednesdays: 2-3PM virtual / 3-4PM in-person
Appointment	https://go.illinois.edu/BookCareerConnections
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 -

WEEK	DATE	TOPIC	CO-EDUCATORS
1	24 Aug	Introductions	Steve Caldwell
2	31 Aug	Networking 1: The “hidden job market”	DaTeng Lin Andrea Baldwin
3	7 Sep	Alumni Panel 1	Colleen Stoyas Eric Berdahl Savannah Donovan
4	14 Sep	What do you have to offer as an IB student?	Jess Hoffelder
5	21 Sep	Networking 2: Leveraging LinkedIn	Grant Hansen
6	28 Sep	Alumni Panel 2	Kendall Langsten Iza Redlinski Leslie Geibel
7	5 Oct	Job search & career exploration strategies	Laura Janousek
8	12 Oct	Project work day Mid-semester check-in	<i>5 min intro: Actalent Services</i>
9	19 Oct	Alumni Panel 3	Angela Darveau Stephanie Klein Joe Frumkin
10	26 Oct	Recruiter insights	Nadine Hashem - Eli Lilly campus recruiting lead
11	2 Nov	Writing application materials	Writers Workshop Brandon Cohen
12	9 Nov	Application workshop + branding/framing	Lauren Hostert
13	16 Nov	Getting the job: Interviewing	The Career Center Matt Sosna
14	23 Nov	FALL BREAK – NO CLASS	
15	30 Nov	Career Features (group presentations)	<i>none</i>
16	7 Dec	Your next steps	Steve Caldwell
17	14 Dec	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.

- SESSION DESCRIPTIONS -

Week 1 – Introductions

Introduction to the structure of the course, expectations, our co-educators, and one another

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

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

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?

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: Leveraging LinkedIn

How to reach out, and what to say in an initial email to a new contact
How to maintain your contacts
How to build and utilize your LinkedIn profile and other networking platforms

Week 6 – Alumni Panel 2

Alumni panel discussion with a focus on what skills alumni use in their professions and what they do on a daily/weekly basis

Week 7 – Job Search & Career Exploration Strategies

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 – Project Work Day / Mid-Semester Check-In

In-class time to work on your career exploration group project
Check in with yourself – are you making progress towards your personal career and course goals?

Week 9 – Alumni Panel 3

Alumni panel discussion with a focus on what skills alumni use in their professions and what they do on a daily/weekly basis

Week 10 – Recruiter Insights

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

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 – Application Workshop / Branding + Framing

Feedback on your individual applications from peers and instructors

How to frame your applications so you stand out from other applicants while highlighting your authentic value.

Week 13 – Getting the Job: Interviewing

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 – Career Features: Group Presentations

Present the careers you were researching with your group

Learn about a variety of unique careers from your peers

Week 16 – Your Next Steps

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 25+ 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
 - o Discord* (<https://discord.gg/k5ZgDy2UDl>)

*Discord will be used as an optional supplement to the course, as a community space to connect with professionals, peers, alumni, and others to further your career. We will also post opportunities regularly such as jobs, research, internships, volunteering, and useful resources.

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

ASSIGNMENT	POINTS	NOTES
Weekly Participation		
<i>Slide-O Q&A posts</i>	10	1 point each
<i>In-class engagement</i>	30	2 points/class
	40 total	
Career Exploration Group Project		
<i>Career Goals</i>	2	
<i>Initial Career Research</i>	3	
<i>Research Summary</i>	4	
<i>Career Advertisement</i>	6	
	15 total	
Application Portfolio		
<i>LinkedIn profile</i>	6	
<i>Job Ad</i>	3	

<i>Resume</i>	8	
<i>Cover letter</i>	8	
<i>Final portfolio (optional)</i>	3	<i>extra credit</i>
	25 total	
Networking Project		
<i>Email Request Draft</i>	2	
<i>Interview Questions</i>	3	
<i>Interview summary</i>	3	
	8 total	
Homework		
<i>Surveys</i>	4	<i>2 points each</i>
<i>1:1 Appointments</i>	4	<i>2 points each</i>
<i>End of Semester Reflection</i>	4	
	12 total	

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

* You can complete as many assignments as you want and any points beyond the 4 required will give you extra credit towards your final grade

ASSIGNMENT CALENDAR

WEEK	DATE	ASSIGNMENT	POINTS
1	24 Aug	<i>none</i>	
2	31 Aug	Slide-O Q&A posts Introductory Survey	1 point 2 points
3	7 Sep	Slide-O Q&A posts Career Goals	1 point 2 points
4	14 Sep	Slide-O Q&A posts 1:1 appointment Week 4	1 point 2 points
5	21 Sep	Slide-O Q&A posts LinkedIn Profile	1 point 6 points
6	28 Sep	Slide-O Q&A posts Email Request Draft	1 point 2 points
7	5 Oct	Slide-O Q&A posts Interview Questions	1 point 3 points

8	12 Oct	Job Advertisement Initial Career Research	3 points 3 points
9	19 Oct	Slide-O Q&A posts	1 point
10	26 Oct	Slide-O Q&A posts Resume	1 point 8 points
11	2 Nov	Slide-O Q&A posts Cover Letter	1 point 8 points
12	9 Nov	Slide-O Q&A posts 1:1 appointment Week 12	1 point 2 points
13	16 Nov	Slide-O Q&A posts Application Portfolio (optional)	1 point 3 points
14	23 Nov	FALL BREAK – NO CLASS	
15	30 Nov	Career Project Portfolio Interview Summary	10 points 3 points
16	7 Dec	End Semester Survey End Semester Reflection	2 points 4 points
17	14 Dec	FINALS WEEK - NO CLASS	

GRADING DESCRIPTIONS

Weekly Class Engagement

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, 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.

Weekly Pre-Class Slide-O Q&A 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

End of Semester Reflection

- 4 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.
- 1-3 points for a summary of events, not answering all prompts, or clear lack of effort.
- 0 points if missing

Career Exploration Group Project

Career Goals

- 2 points for thoughtfully and authentically reflecting on all of the prompts, completing all components of the assignment
- 1 point for missing or incomplete responses, or clear lack of effort
- 0 points for missing the assignment

Initial Career Research

- 3 points for clearly outlining the career/job you're leading, the questions you are answering about that topic, and the results of your research. A substantial proportion of the research is complete, with approximately 80% of the questions answered.
- 1-2 points for missing or incomplete responses, or clear lack of effort
- 0 points for missing the assignment

Career Project Portfolio

Career Research Summary

- 4 points for clearly outlining the research done on each of the careers/jobs your group chose, with links to each of the sources used. Clear language and organized format that an undergraduate IB/Biology major could use to compare different career options.
- 1-3 points for missing or incomplete responses, missing sources, unclear language or disorganized responses, or clear lack of effort
- 0 points for missing the assignment

Career Advertisement

- 6 points for creating an engaging advertisement that includes enough content to give the audience an idea of what each career/field is about: addresses at least 2 of the 10 questions you researched. Research summary is directly linked in the advertisement. The format works well for the information you want to provide.
- 1-5 points for not addressing at least 2 of the 10 questions you researched, not linking to the research summary, a format that detracts from the message, or clear lack of effort
- 0 points for missing the assignment

Application Portfolio

LinkedIn Profile

- 6 points for a complete profile that includes all of the areas mentioned in the assignment. Added Christina Swanson and your Career Exploration team to your network.
- 2-5 points for an incomplete profile OR a complete profile without adding me to your network
- 0 points if missing

Job Ad

- 3 points for submitting a PDF and link of a job ad that you are qualified for right now, a list of 3-5 skills and 3-5 experiences you will need for the position, and a thoughtful response to how that position will be a good fit for you
- 1-2 points for incomplete or surface level engagement with the activity
- 0 points for missing assignments

Resume

- 8 points for including all relevant background information (e.g. education, work experience, awards, certificates, special skills) with description of your role and skills gained. Experiences and skills highlighted are specific to the position you're applying to and not a repetition of the generic LinkedIn profile. Feedback from the LinkedIn profile assignment is taken into consideration and integrated.
- 2-7 points for missing key background information, insufficient description of your experiences or skills, or clear lack of effort. Isn't specific to the position applying for.
- 0 points if missing

Cover Letter

- 8 points for a thoughtful argument for your benefit to the organization and fit for the role. Nothing is copied or listed from the resume, but some experiences from the resume are explained in further detail.
- 2-7 points for repeating resume items, writing in list form (I did this, and then this, and then this...), or a clear lack of effort.
- 0 points if missing

Final Portfolio (optional)

Cover Letter (1.5 points)

- 1.5 points for a thoughtful argument for your benefit to the organization and fit for the role. Nothing is repeated or listed from the resume, but some experiences from the resume are explained in further detail. The experiences highlighted are specific to the position, and showcase your unique brand.
- 0.5-1 points for repeating resume items, writing in list form (I did this, and then this, and then this...), no clear focus, or a lack of effort.
- 0 points if missing

PDF Version of Resume (1.5 points)

- 1.5 points for including all relevant background information (e.g. education, work experience, awards, certificates, special skills) with active and specific descriptions of your role and skills gained. The experiences highlighted are specific to the position, and showcase your unique brand. Updated from the previous draft, incorporating feedback.

- 0.5-1 points for missing key background information, insufficient description of your experiences or skills, or clear lack of effort. Very little updated from previous draft or missing feedback.
- 0 points if missing or not updated.

Networking Project

Email Request Draft

- 2 points for a concise, tailored email with one single audience in mind (the audience can be a job type or career type at this point). Includes a reason for contacting them, a call to action (what you are asking of them), a little about you, and a formal salutation with your contact information.
- 1 point for a lengthy, generic, or non-descriptive email.
- 0 points if missing

Interview Questions

Informational Interview Questions (2 points)

- 2 points for 15 tailored, driving questions to ask during the interview. All must be tailored to the person being interviewed and at least 5 must be fully customized.
- 1 point for only including generic questions, less than 5 customized questions, or a clear lack of effort.
- 0 points if missing

Reflection Responses (0.5 points)

- 0.5 point for thoughtfully responding to the reflection prompts - select the end product(s) of the informational interview, identifying and articulating the challenges you're currently facing. These are the topics you'd like to prioritize for the current conversation.
- 0 points for clear lack of effort, or missing

Initial Research (0.5 points)

- 0.5 point for researching the individual you are going to be talking with (for example: work history, information about their company/field, interests and skills, their areas of expertise, articles they've written or about them, other pieces of information that will help to generate specific questions)
- 0 points for clear lack of effort, or missing

Interview Summary

Reflection and Impressions (2 points)

- 2 points for a thoughtful and authentic reflection on what you learned and how it applies to your career goals. A short, but thoughtful, initial impression of the position and career. Reflection is approximately 1-2 paragraphs, the impression is a few sentences.
- 1 point for a summary of events, a clear lack of effort, or a cursory examination of what you learned from the interview.
- 0 points if missing

Completed Outline: Initial Research, Interview Questions, Responses (1 point)

- 1 point for a completed packet with: research specific to the individual you are talking to; tailored, driving questions asked during the interview and/or prepared for the interview; thorough notes of interviewer responses.

- 0.5 points for few or incoherent notes about their responses, or a clear lack of effort.
- 0 points if missing

DUE DATES

- All assignments and projects are due by 3:50PM on Tuesdays (before class starts) and will be submitted through our Moodle course page.

- 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 an 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.**