

CFAN 3096: Making the Most of Your Professional Experience Syllabus – Spring 2019

Career & Internship Services
CCAPS • CDes • CFANS

UNIVERSITY OF MINNESOTA

Section 001

In-Class Sessions (3)
Mondays, 3:00 PM – 6:00 PM
2/4/19, 3/25/19 and 4/29/19
McNeal Hall 395

Course Instructor

Mari Ruddy
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Office Hours by Appointment – please email me

Required Text

- Required reading will be posted on the class Canvas site.
- StrengthsQuest Assessment is required. If you haven't taken it, purchase a code for \$12 at www.strengthsquest.com.

Securing a Professional Experience

To review the process of securing and getting approval for the required-for-this-class, 120 hour professional experience, please follow this link: z.umn.edu/cfan3096

Course Focus

The purpose of this course is to enhance the quality of your professional experience. The topics and assignments are sequential and go along with your professional experience. All of the assignments follow the David Kolb's Experiential Learning Cycle: Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The topics and assignments are designed to deepen your insight about yourself, the world of work, and being successful in the workplace. The goal is to help you be successful in your professional experience and create a foundation for a successful professional career. You'll be supported throughout the experience by your instructor(s) and internship supervisor who will work with you to build your competencies, address concerns, and aid you in adjusting to work in a professional setting.

Course Structure

This is a hybrid course. Students meet in-person for 9 hours of class time over three meetings. Students meet with the instructor and fellow classmates for an additional hour via Google Hangout. There are two interactive assignments involving video communication. Students put in a minimum of 120 hours at their experience site during the semester.

Course Learning Outcomes

At the conclusion of this course students will be able to	Professional Competencies
<ul style="list-style-type: none"> Articulate their unique strengths as well as how they can leverage these strengths to succeed in the workplace. 	<ul style="list-style-type: none"> Self-awareness Active Citizenship & Community Engagement
<ul style="list-style-type: none"> Understand the experiential learning process, their learning style and how both apply to the professional experience. 	<ul style="list-style-type: none"> Active Citizenship & Community Engagement
<ul style="list-style-type: none"> Identify skills and experiences necessary to reach their future career goals; develop learning objectives for their professional site that will help them move toward these career aspirations. 	<ul style="list-style-type: none"> Goal orientation Career Management Analytical & Critical Thinking
<ul style="list-style-type: none"> Address challenges that arise in the workplace using a proactive and professional approach and learn to communicate concerns to colleagues in a tactful manner. 	<ul style="list-style-type: none"> Applied Problem Solving Professionalism & Work Ethic Engaging Diversity Analytical & Critical Thinking Oral & Written Communication Ethical Reasoning & Decision Making
<ul style="list-style-type: none"> Articulate their own skills, strengths and values within the context of the work environment and job search. 	<ul style="list-style-type: none"> Oral & Written Communication Professionalism & Work Ethic
<ul style="list-style-type: none"> Understand different values and communication styles that impact workplace dynamics and develop strategies for adapting to these differences. 	<ul style="list-style-type: none"> Tolerance of ambiguity Oral & Written Communication Teamwork & Leadership
<ul style="list-style-type: none"> Conduct their work during their experience utilizing best practices around professional behavior within a work environment. 	<ul style="list-style-type: none"> Responsibility and accountability Professionalism & Work Ethic

Making the Most of Your Experience

If you have any concerns about your internship/professional experience at any time, contact the course instructor right away. Concerns might include, but are not limited to work tasks, supervisor or co-worker interaction, unhealthy situations, etc. We want to make sure you have a positive internship experience.

Class Policies

Attendance

The In-Class Sessions will include a significant amount of class discussion and interactive activities. **As a result, all three sessions are required.** You must contact the instructor(s) **in advance of the class session** with a valid reason for missing. If you do not attend, you cannot earn points for the class session.

Participation

Participating in class is how you will learn the most! As a result, your grade includes 30 points (10 pts per session) for participation in the in-class sessions. Being late, on your laptop/phone, not participating in group activities, falling asleep during class, failure to participate in large class discussion, and/or not having required materials with you in class are reasons that participation points may be deducted. Class participation includes: completing pre-class work on time, being involved in class activities, and being engaged in large group and small group discussions.

Quality of Work

Your work should reflect college standards. This means: all assignments must be typed, double spaced with one inch margins in 12 point font and be grammatically correct. **Please be sure to proofread your work; failure to do so will impact your grade on assignments.**

Assignment Due Dates

All assignments are due by 11:55PM on Sunday when the week wraps up, and early submissions are always welcome. This is noted on the syllabus.

Late Assignments

Treat this course as an extension to your internship/experience. As a professional courtesy, if you need an extension on assignment contact the instructor via email BEFORE the assignment is due explaining the reason for your request. If your request is granted to not be docked points, you MUST forward the email granting the extension and add a note of with the date you submitted the assignment to Canvas. If you do not make arrangements with the instructor in advance, all late work will be docked 10% for each day it is late and a grade of "0" given once the assignment is 2-weeks late. (i.e., a 10 point assignment, turned in one day late, would be docked 1 point)

Assignment Deadlines and Modifications due to Timing of Internships

Because all internships do not follow the same schedules (start and end dates, work hours, etc.). Please talk to the instructor ASAP to set new assignment deadlines to reflect a student's internship if necessary. Should your internship hours or arrangement change during the term, please also contact the instructor.

CFANS Experiential Education Requirement

As of fall 2013, CFANS requires new undergraduate students to do at least one experiential learning activity before graduating. This applies to students entering CFANS in fall 2013, and after, including transfer students. CFAN 3096 meets this requirement for a number of majors. Students should view their APAS report and consult with their academic advisor to determine how this class will work with their academic program.

Experiential learning is a way to learn by doing, or learn by experiencing. Instead of acquiring information from a classroom lecture or book, experiential learning gives students active, hands-on experience in the real world.

Please note if you are a CFAN student a grade of "C-" in this course is needed for graduation or you must re-take the course with a new internship.

University of Minnesota Classroom Policies

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and

guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, visit:

<http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have a disability, please contact DRC to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with Disability Resource Center and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information:

<https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. University of Minnesota services are available to assist you. Learn about the mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Assignments – 200 Points Total

All assignment instructions are online on the course Moodle site. All assignments will be turned in through the Canvas site, unless otherwise noted.

Final grades will be based on the following points:

Grade	Points	Percentage
A	186 or above	93%↑
A-	180-185	90%-92.5%

B+	174-179	87%-89.5%
B	166-173	83%-86.5%
B-	160-165	80%-82.5%
C+	154-159	77%-79.5%
C	146-153	73%-76.5%
C-	140-145	70%-72.5%
D	120-139	60%-69.5%
F	Below 119	Below 60 %

The University describes grades in the following language:

- A** Achievement outstanding relative to the level necessary to meet course requirements
- B** Achievement significantly above the level necessary to meet course requirements
- C** Achievement meeting the basic course requirements in every respect
- D** Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect
- F** Performance failing to meet the basic course requirements

Assignment and Grade Breakdown

Grade Breakdown	Maximum Points
Course Assignments (see below)	150 points
In-Class Attendance & Participation Points (3 classes @ 10 points each)	30 points
Completion of 120 hours at your professional experience, with at least 90 taking place during this semester	20 points
Total	200 points

Course Schedule, Assignment Due Dates, and Assignment Points

*ALL assignments are DUE by 11:55pm by Sunday night, unless noted otherwise.

Assignments will be submitted on Canvas.

Week	Dates	Assignment	Points	Due Dates
1	1/22 – 1/26			
2	1/27 – 2/2	Flipgrid Post #1: Introductions Pre-Class Survey	10 5	2/3/19 by 11:55pm
3	2/3 – 2/9	Class Meeting #1 on Monday, 2/4/2019		
4	2/10 – 2/16	Draft Learning Goals	10	2/17/19 by 11:59pm
5	2/17 – 2/23	Flipgrid Post #2: Summary of Your Strengths & How You're Using Them at Your Experience	10	2/24/19 by 11:55pm
6	2/24 – 3/2	Final Learning Goals	10	3/3/19 by 11:55pm

7	3/3 – 3/9	Mid-Term Self-Evaluation & Check-In Meeting with Instructor This is a Google Hangout meeting that will last 1 hour.	15	Meeting done by 3/10/19
8	3/10 – 3/16	Informational Interview Assignment	20	3/17/19 by 11:55pm
9	3/17 – 3/23	Spring Break Week		
10	3/24 – 3/30	Class Meeting #2 on Monday, 3/25/2019		
11	3/31 – 4/6	Resume Assignment	5	4/7/19 by 11:55pm
12	4/7 – 4/13	Professional Experience Digital Story Narrative Draft	5	4/14/19 by 11:55pm
13	4/14 – 4/20	Evaluation from Your Supervisor	10	4/21/19 by 11:55pm
14	4/21 – 4/27	Professional Experience Digital Story URL on YouTube	20	4/28/19 by 11:55pm
15	4/28 – 5/4	Class Meeting #3 on Monday, 4/29/2019 <ul style="list-style-type: none"> • My Career Future Paper Assignment • LinkedIn Assignment • Post-Class Survey • Submit Internship Hours Record 	20 5 5	ALL due by 5/5/19 by 11:55pm
		Assignment Total Points	150	150