Career & Internship Studio:
Design Your Success
SI 505 Winter 2021 Course Syllabus

Instructors:
Katie Dunn, Assistant Director of Career Development (She, Her), kgdunn@umich.edu
Lauren Shackleford, Career Development Coordinator, (She, Her), lshackle@umich.edu

Office Hours:
Instructor Office Hours will take place during the last half of each class session via the instructor’s personal Zoom link:
- Katie Dunn Office Hours: Zoom Link: https://umich.zoom.us/j/9278905319
- Lauren Shackleford Office Hours Zoom Link: https://umich.zoom.us/j/5100497945

Peer Coach:
Peer Coach Office Hours will take place each week via the peer coach’s personal Zoom link:
- Kaavya Samu, ksamu@umich.edu,
  - Office Hours: Wednesdays from 3-4pm
  - Zoom Link: https://umich.zoom.us/j/7580728532
- Snehal Yarlagadda, snehaly@umich.edu,
  - Office Hours: Thursdays from 1-2pm
  - Zoom Link: https://umich.zoom.us/j/3561581778

Time/Location:
SI 505 will primarily be held online and synchronously on Tuesdays 1:00-3:00PM ET
Join URL: https://umich.zoom.us/j/93417966595
In weeks with in-person instruction options we will meet in 1255 North Quad. Students will be required to sign-up in advance for these opportunities so we can ensure social distancing will be possible.

Required Systems:
Access to Canvas and Zoom. Students are expected to check our Canvas course site on a regular basis. Course readings, assignments, announcements, and other resources will be made available through this platform. Canvas can be accessed at canvas.umich.edu. All live synchronous class sessions will be held via Zoom.

Required Book:
CliftonStrengths for Students by Gallup (ISBN 978-1595621252). DO NOT purchase a used copy. Cost is approximately $20 on Amazon for book, assessment & report; OR you may also purchase a digital individual assessment code for $11.99 for assessment & report (use the education discount!). Either option will meet the objectives of the course.

Course Overview
In this course, first-year Master of Science in Information (MSI) students will have the time, structure, and support to engage in internship search strategies, career pathway exploration, self-assessments, and more to strengthen their professional development in the information field. We aim to support you in your career development through a variety of skill-building assignments and activities including resume and cover letter writing, portfolio development, interview preparation, alumni speakers, networking practice, and more.

Whether you have already completed internships or are searching for your first internship, you will be able to work at your own pace and experience level in this course. Our Career & Internship Studio is a safe and supportive space to practice, fail, and try again. Active engagement is essential to progress in this course, and the amount of thought and
effort you put into your career preparation is key. You will be designing your own experience in this course through actively participating in small group discussions, group activities, and individual assignments and reflections that will help you prepare for recruiting for internships and future professional opportunities. There are weekly required assignments, as well as optional advanced ones that will allow you to choose which areas of career development you’d like to further explore.

We have developed this course as a hybrid of virtual and in-person instruction. The course will primarily be synchronous virtual instruction and participation. There are several options for in-person instruction and engagement, noted below on the course schedule. It is also possible to engage in the course asynchronously if needed. We hope that these flexible options will allow you to participate in the course in a way that’s most beneficial for you.

In addition to having the support of career professionals as the instructors for this course, you will also have Peer Coaches. Our Peer Coaches are second-year MSI students who have been trained to provide you with feedback, resources, and professional advice throughout the course. Your assigned peer coach will provide in-class support by facilitating discussions and sharing examples from their internship experiences as well as offering drop-in individualized coaching outside of class time.

**Student Learning Outcomes**

Upon completion of this course:

1. Students will be able to demonstrate effective networking and interviewing strategies by articulating their story to a variety of audiences.
2. Students will be able to identify career paths and internship/job opportunities that align with their career goals.
3. Students will be able to walk away with professional internship search materials for chosen career path.
4. Students will develop strategic goals and an action plan for ongoing career management.

**Course Expectations**

This is a highly interactive course. As previously stated in the course description, the value you take away from this course will directly respond to the effort you put into the reflection and work. Please consider the following course expectations so that we can work together to create a successful, thriving community of learners:

- **Please show your video while attending the synchronous virtual class sessions.** We understand that all students may not be able to do this, but if you are able to do so, this helps build community and connections.
- **Note that all students are “muted” upon entry, but you may ask questions via the Zoom chat feature at any time during the live class!** Peer coaches will be monitoring the chat and bring up your questions during the question breaks.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else’s approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
- **Make an effort to get to know other students.** Introduce yourself to students during breakout sessions. Refer to classmates by name and try to have your video on when engaging with other students. We aim to build community in this course, and you are an essential part of fostering that community.
- **Contribute to virtual discussions by using the “chat” feature in Zoom.** Chat will be managed by Peer Coaches and Instructors throughout the duration of each class. There will be multiple “time for questions” prompts during each session.
- **Take small group work seriously: Engage with your pods!** You will meet with classmates weekly in pods (breakout rooms). In these pods, you will discuss questions posed by the instructor. Please show your video and unmute yourselves to connect with each other and answer these questions. You will be asked to have a rotating person each week that shares what you discussed with the class during the follow-up discussion.
Keep in mind that we are all still learning and are bound to make mistakes in this setting, as anyone does when approaching a complex task or exploring new ideas. Be open to changing your mind, and make space for others to do so as well.

Course Credit and Grading
The course is graded on a satisfactory/unsatisfactory basis. Attendance is mandatory as much of the work is through in-class activities. Students must be properly enrolled in SI 505 in order to receive credit. In order to make an accurate and complete assessment of each student’s efforts and abilities, course grades are determined by an overall review of a variety of indicators. Pass (S) or Fail (U) will be the final grade for the course. 75% or higher will merit a passing grade for the course. Although actual quantitative assessment will not be given during the term, feedback will be provided to ensure that you are performing at 75% or above.

We will be using Canvas as the learning management system for SI 505. Please note that detailed assignment descriptions can be found in Canvas. All assignments must be submitted in Canvas. Every assignment has a point value and there are more opportunities for points than needed for a Passing grade. This means that you have the opportunity to build a plan for the advanced assignments you’d like to complete, in order to pass the course. Your point total will determine your final grade in the class.

In this class, you will be able to choose the assignments that you believe support your individual career development and level of experience. Although you must complete all Required Assignments, you can choose the 2 Advanced Assignments (out of 4 total Advanced Assignments) that you would like to complete. See the matrix below for more details regarding assignments and possible points.

Active participation in each week’s course is equally as important as your assignments. Participation in class is critical to gaining the most from SI 505. Demonstrated effort in each of the areas of Measure (see below) is required in order to pass. We expect that students will actively engage in small group activities with the peer coach in order to gain the most from SI 505. It is our hope that the class will be a supportive environment that encourages learning for all.

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<tr>
<th>MEASURE</th>
<th>EXPLANATION</th>
<th>POINTS POSSIBLE</th>
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<tbody>
<tr>
<td>Required Assignments</td>
<td>● Complete all 6 Required Assignments by each week’s deadline.</td>
<td>120 (20 points each)</td>
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<tr>
<td>Advanced Assignments</td>
<td>● Choose 2 Advanced Assignments (out of 4) to complete by the end of the course.</td>
<td>80 (40 points each)</td>
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<td>Attend Peer Coach or Informational Aides Office Hours</td>
<td>● Attend Peer Coach/CDO Graduate Intern Office hours at least once during the course.</td>
<td>40 (40 points)</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>● Attendance is mandatory, however there are synchronous and asynchronous options if needed. Each week, you must complete a Canvas quiz to earn points for attending class (or by watching the recording later if you are absent).</td>
<td>60 (10 points per quiz, 6 quizzes)</td>
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<td></td>
<td>● Pass - 225-300 points (≥75%)</td>
<td>300 points</td>
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<tr>
<td></td>
<td>● Fail - 0-224 points</td>
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**Late Assignment Policy:** Late assignments will be accepted, however; we will automatically deduct 5 points from any assignment turned in after the set due date.

**Attendance Policy:** As this is a short course, attendance is mandatory; however, there are synchronous and asynchronous options if needed. Each week, you must complete a Canvas quiz to answer questions about the live class’s
content. If you ever miss a live class for any reason, you can make up the points by watching the week’s class recording and then taking the weekly Canvas quiz.

We understand that illnesses and emergencies arise, so please let us know as soon as possible if you need to miss a class. Please reach out to your instructor to let them know you missed the live class session and your plan for completing the week’s quiz. It is also highly recommended you meet with an Peer Coach/CDO Graduate Intern to go over questions you have about the week’s content. The instructors will work with you on a case-by-case basis so that you have the support you need in the course.

Additionally, students who expect to miss classes or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. The complete University of Michigan policy can be found at https://www.provost.umich.edu/calendar/religious_holidays20-21.html

**Course Recordings:** Course lectures may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact the instructors by the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.

**Accommodations:** If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide in as confidential a manner as possible.

**Student Well-Being:** Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at Resources for Student Well-being on the Well-being for U-M Students website. You can also search for additional resources on that website.

**Student Mental Health:** The University of Michigan is committed to advancing the mental health and well-being of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays. You may also consult University Health Service (UHS) at (732) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see http://www.uhs.umich.edu/aodresources.

Since many students are remote during winter 2021, CAPS COVID-19 Support features SilverCloud, an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions.

For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth/.
School of Information Embedded Psychologist from CAPS: Ashley Evearitt is the new embedded psychologist from CAPS within the School of Information. Students who would like to begin working with her for clinical services should contact her directly by email (evearitt@umich.edu). For now, all of these appointments will be remote telebehavioral health appointments.

COVID-19: For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis (if available) or to disenroll from the class. I also encourage you to review the Statement of Students Rights and Responsibilities, which includes a COVID-related Statement Addendum.

Academic Integrity: The faculty and staff of the University of Michigan believe that the conduct of a student registered or taking courses at the University should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty/instructors, guest lecturers, external speakers, support staff, community partners and fellow students. Similarly, students should expect faculty/instructors to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits in the School. Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts.

Course Schedule:

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<th>Class Dates</th>
<th>Module, Weekly Topic &amp; Instruction Modes</th>
<th>Assignments</th>
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| Before 1st Class | | Due by 11:59 p.m. 1/18  
  ● Complete the [SI 505 Pre-Class Survey](#).  
  ● Purchase [CliftonStrengths for Students](#) by Gallup digital assessment (or book).  
    ○ Use code to complete online CliftonStrengths Assessment to discover your Top 5 Strengths.  
    ○ Review your Strengths Report & add your strengths to the [SI 505 Community of Strengths Grid](#).  
  ● Submit a copy of your resume to iTrack for feedback. |
| 1/19 | Week 1: Strengths & Resume/Cover Letter Resources (virtual instruction) | Due by 11:59 p.m. 1/25  
  ● [Strengths Reflection & Course Goals](#) (submit in Canvas)  
  ● [Week 1 Quiz](#) (submit in Canva) |
| 1/26   | Week 2: Career Fair Prep & Elevator Pitch Development (virtual and in-person instruction) | Due by 11:59 p.m. 2/1  
  - Elevator Pitch Video (submit in Canvas)  
  - Week 2 Quiz (submit in Canvas) |
| 2/2    | Week 3: Networking & Search Strategy (virtual instruction) | Due by 11:59 p.m. 2/8  
  - Submit Internship Goal & Search Planning Worksheet (submit in Canvas)  
  - Week 3 Quiz (submit in Canvas) |
| 2/9    | Week 4: Interview Prep & Presenting Your Work (virtual and in-person instruction) | Due by 11:59 p.m. 2/15  
  - Interview Answers Video (submit in Canvas)  
  - Week 4 Quiz (in Canvas) |
| 2/16   | Week 5: Negotiation (virtual instruction) | Due by 11:59 p.m. 2/22  
  - Alumni Career Talks Reflection (submit in Canvas)  
  - Week 5 Quiz (in Canvas) |
| 2/23   | Week 6: Internship Credit & Course Wrap-up (virtual instruction) | Due by 11:59 p.m. 3/1  
  - Final Course & Goals Reflection (submit in Canvas)  
  - Week 6 Quiz (in Canvas) |
| 3/2    | Week 7: Office Hours (virtual and in-person instruction) | Due by 11:59 p.m. 3/8  
  - Submit 2 Advanced Assignments (submit in Canvas)  
  - Meet with a Peer Coach during their office hours before this date! |