



Course Syllabus

Course Title: Professional Development & Strategies

Term & Year:

Course & Section Number: BA 201

Time & Place:

Number Of Credit Hours: 1

Instructor:

Office Location/Hours:

Office Phone:

Email:

Course Description: This is a practical course to assist the student in the development of a professional job search portfolio (i.e., resume, cover letter, follow-up letters). The course includes self-appraisal and career goal setting, job interview techniques, and familiarization with employment resources. Professional strategies are emphasized in the areas of business attire, etiquette and protocol, ethics, human relations, and corporate culture.

Prerequisites: Sophomore standing.

Learning Outcomes: Upon completion of this course, the student should be able to:

1. Identify career fields, prospective employers, and opportunities that match your interests.
2. Cultivate a professional network by engaging in informational interviews.
3. Market yourself effectively to prospective employers, through written documents, online presence, and skillful interviews.
4. Tell a compelling story in an interview that effectively illustrates your employability.
5. Recognize appropriate professional decorum and business etiquette.

Required text: This course utilizes OER (Open Educational Resources) materials at no cost to learners. All required reading is available in the course.

Other Materials: This course requires Microsoft Office Word. This free, found in your campus email. Go to the upper left corner of your campus mail, where you will see a nine-dot square; click there and then go to the right to "Office 365."

Course Requirements

Attendance/Participation: All students are expected to log in to their courses regularly throughout the week to receive instruction, materials, and updates from the instructor. It is your responsibility to check in and submit your assignments, complete your discussion board postings, and finish quizzes and exams by the due dates.

If you do not participate in the course, you will be counted absent. Simply logging in is not enough; you must submit/complete an assignment, post to a discussion board, or other similar assignment tasks to avoid being counted absent. Instructors are required to submit attendance the Monday following each week of class.

This attendance is reported to the Financial Aid Department and may result in the loss of any financial aid refund you are expecting if you have not been participating in your courses. **In addition, you will be administratively dropped from the course if you are reported absent a total of three weeks.**

Grading/Evaluation:

The undergraduate course grading scale is as follows:

90-100% A	75-79% C+	60-64% D
85-89% B+	70-74% C	59% and below F
80-84% B	65-69% D+	

Grading will be based on Discussion Forum entries and weekly assignments. Please find rubrics for each assignment in the Start Here section. All written assignments must be submitted as Microsoft Office documents, as attachments to the Moodle. Office 365 is available free to you in your campus email system. I do not accept assignments by email, as I cannot grade them there or keep adequate track of them. If you use Google Docs, please download them as Word files (see below) and upload them to the Moodle.

Late work will not be accepted.

Discussion Forums:

- Career Goals Discussion—20 points
- Cold Networking Discussion—20 points
- Social Media Discussion—20 points
- Resume Discussion—20 points
- ChatGPT Discussion—20 points
- Resume Reflection Discussion—20 points
- Cover Letter Discussion—20 points
- Cover Letter Reflection Discussion—20 points
- E-Portfolio Discussion—20 points
- Job Interview Discussion—20 points
- Reflections Discussion—20 points
- Career Center Discussion—20 points
- Discussion Total—240 points

Assignments:

- SMART Goals Assignment—20 points
- O-Net Interest Profiler Assignment—30 points
- Job Description Annotation Assignment—50 points
- Identifying Opportunities Assignment—50 points
- Professional Contacts Assignment—50 points
- Resume Assignment—100 points
- Cover Letter Assignment—100 points
- Critical Analysis Assignment—50 points
- Virtual Interview—100 points
- Handshake Assignment—50 points
- Assignment Total—600 points

Course Total—840 points

Other Policies:

Artificial Intelligence Policy: (Pick one below)

Artificial Intelligence (AI) is prohibited: All work submitted by students in this

course must be generated by the student. Students may not have another person or entity contribute to an assignment for them, which includes using AI. Students may not incorporate any part of an AI-generated response in an assignment, use AI to formulate arguments, use AI to generate ideas for an assignment, or submit work to an AI platform for improvement. Using an AI tool to generate content may qualify as academic misconduct in this course.

OR

Artificial Intelligence (AI) is allowed: Students may use AI tools on instructor-identified assignments in this course. To adhere to our scholarly values, students must cite any AI-generated material that informed their work. Using an AI tool without proper attribution may qualify as academic misconduct in this course. It is the responsibility of the student to verify the accuracy, reliability, and ethical implications of AI-generated content.

work to an AI platform for improvement. Using an AI tool to generate content may qualify as academic misconduct in this course.

Academic Misconduct:

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

Plagiarism:

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Electronic Devices:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Course Mapping:

Week One: Professional Communication (LO1) (LO5)

Learning Activities and Materials	Assessments
<ol style="list-style-type: none"> 1. Read course learning outcomes 2. Chapter 1: Professional Communications (LO5) (8 pages) 3. Why is Professional Development Important? (LO1) (3 pages) 4. Career Center: Professional Image and Etiquette (LO5) 5. SMART Goals – Quick Overview (LO1) (LO5) (3:57) 6. O-NET Interest Profiler (LO1) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Introduce yourself to your fellow classmates. After reading the course learning outcomes, share what skills and insight you are looking forward to learning throughout this course. <p>Assignment:</p> <ol style="list-style-type: none"> 1. Write three SMART goals for yourself for this course and how you hope to accomplish these goals. Be sure to address why you set these specific goals and how they are a good fit for your professional trajectory at this point in your pathway. (LO1) (LO5) 2. Take the O-NET Interest Profiler Web-based edition to identify professional interest. Submit a screenshot of your results with a brief reflection on the experience. Was there anything about your results that surprised you, or that you did not anticipate? (LO1)
Week Two: Career Fields (LO1) (LO3) (LO4)	
Learning Activities and Materials	Assessments
<ol style="list-style-type: none"> 1. Trine website, degree areas (LO1) 2. Various organizations, LinkedIn, or Indeed (LO3) (LO4) 3. Career Center: Career Exploration (LO1) (LO3) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Some of us know our career goals when we are very young, long before we declare a major or even apply to a college. Some of us learn our career goals as we learn more in our educational journey and find something of note or interest. And some of us graduate with a degree (or two) and still don't feel particularly drawn to an area in which we want to dedicate our lives. Wherever you fall on this spectrum—that is okay! Review the Trine website degree area for your site to review some potential jobs affiliated with your program. Use this discussion board to share your career plans and goals and how they may have changed and shifted throughout your life until now. Then answer: What is your current career field of interest and why? (LO1) <p>Assignment:</p> <ol style="list-style-type: none"> 1. Review some organizations' job posting websites, LinkedIn pages, or Indeed postings for a career in your area of interest. Copy and paste the content for three job postings that are of interest to you into a Word file and then annotate (add notes to, using Track Changes or

	<p>text boxes) those job descriptions to identify the following items:</p> <ol style="list-style-type: none"> What skills are they looking for that you do have? What skills are they looking for that you do not currently have? What do you see on the job description that you were expecting to find (ex: a degree is required to hold a certain position)? What do you see on the job description that you were not expecting to find? <p>You should have at least five annotations on each job description. (LO1) (LO3)</p> <ol style="list-style-type: none"> Part of the career field navigation and interview process is being able to address your shortcomings or areas of opportunity. Select one of the job descriptions you annotated in the previous assignment, and review those skills that they are looking for that you do NOT currently have. Record a brief video of yourself, as though you are in a virtual job interview, to address that you do not currently have this skill. <i>For example, if the interviewer were to ask you: Our job description states that you must have experience with the program Tableau, but your resume does not say you have that experience. How would you address or work around this?</i> (LO4)
--	---

Week Three: Professional Networking (LO2) (LO4) (LO5)

Learning Activities and Materials	Assessments
<ol style="list-style-type: none"> Build Professional Networks (4:53) (LO2) (LO4) Career Center: Networking (LO2) Professional Networking (3 pages) (LO2) (LO4) What is LinkedIn? (6 pages) (LO2) (LO5) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> Sometimes the best way to make a connection is to just email a person whose work you admire, or who you would like to connect with, or get to know professionally. Introducing yourself and sharing your professional or academic interest in their work is a great start! Have you ever had the opportunity to just “cold” email a new contact and introduce yourself, maybe for a project, job, or internship? If so, tell us about it and share what that experience was like for you. If not, how do you think you might find a contact to reach out to and practice? (LO2) (LO5) More and more often, employers are screening social media to review applicants. Networking is all about putting your best foot (and face, and

presentation) forward with a new group, including the way you represent yourself online. For this discussion board, consider the following:

- a. If you are a social media user, review your social media profiles from the perspective of a networking contact or potential employer. What would you think of your profile? Does it represent the parts of your life that you would want a professional contact to see? Why or why not? What would you consider changing, if anything?
- b. If you are not a social media user, share why not, and how you might use social media (LinkedIn, in particular) to create a professional presence online for yourself. (LO4) (LO5)

Assignment:

1. For this assignment, you are going to identify two professional contacts that you would like to make. You do not have to contact them for this assignment, but once the assignment is complete, you may consider actually reaching out to these individuals. First, identify one member of the Trine University community that may be a good professional contact for you. For example, if you are interested in a sports management career, you might consider a member of the Trine athletic committee that you do not currently know. Next, identify one individual currently working in your field of study that might be a good professional contact for you. Think locally here: instead of considering a CEO of a large corporation based in a major city, who is a contact within your town, locality, or region that might be a good fit. For example, if you are an education major, you might consider a teacher at a school local to Trine that you do not currently know.

Once you have your two contacts, identify how you might reach out to them in the most effective manner. Consider your availability, their availability, and any information that you can find about this person and their professional role (i.e. when and where they work, if they have a preferred contact method listed anywhere). Write a brief explanation of when and how you might

	<p>reach out to them with justification of your choices. Provide documentation, if applicable.</p> <p>Also for this assignment, write out the communication you would use to reach out to this contact. If this is an email, draft out the full message. If you would use a phone call to reach out to this contact, draft a script for yourself. Though there may be overlap in what you say to each individual, your approach and language should be different for each contact.</p> <p>For this assignment, submit the contact information, how you would reach out to them with justification for your choices, and the draft communication for each individual. (LO2) (LO5)</p>
--	--

Week Four: Writing Resumes

Learning Activities and Materials	Assessments
<ol style="list-style-type: none"> 1. Resume Writing Lesson (LO3) (LO5) 2. Career Center: Resumes/Cover Letter (LO3) (LO5) 3. Use a Template to Create a Resume (1 page) (LO3) 4. Using ChatGPT to Write Resumes and Cover Letters (3 pages) (LO3) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. For this discussion forum, please share: Have you ever written a resume? If so, was it for a course/assignment, or for an actual position for which you were applying? What was the process like for you? If you have not ever written a resume, please share why. If you have any questions about resumes, be sure to ask them here, too! (LO3) 2. With the release of AI tools like ChatGPT, static templates on Word may feel a bit outdated. After reviewing the reading for this week, "Using ChatGPT to Write Resumes and Cover Letters," would you use AI to help you to draft a resume? Why or why not? What, if any, questions do you have about the potentials and drawbacks mentioned in the article? (LO3) <p>Assignment:</p> <ol style="list-style-type: none"> 1. Write a resume that you can use for a professional, academic, or volunteer experience at this stage in your life. Consider using ChatGPT or a Word template, though you can build your own if you'd like. Ensure it has all of these sections: contact information, educational experience, work experience, volunteer experience. If there are other applicable sections based on your experience, be sure to add them and document your experience appropriately. (LO3) (LO5)

Week Five: Writing Cover Letters (LO3) (LO5)

Learning Activities and Materials	Assessments
<ol style="list-style-type: none"> 1. Cover Letter Tutorials (LO3) (LO5) 2. Career Center: Resumes/Cover Letter (LO3) (LO5) 3. How to Create a Cover Letter Template in Word? (5 pages) (LO3) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Reflect on the resume writing experience from last week. Are there any sections of your resume that you feel are weak, or still need work? Or, any areas that you'd like to develop your experience within? As an example, perhaps while writing your resume, you realized that you do not have any volunteer experience, but you would like to add that to your repertoire. Please share your reflections on the resume writing process, and what you'd like to do next to expand the experience on your resume. If you used ChatGPT to help you begin this process, what was that experience like for you, and would you recommend it, why or why not? (LO3) 2. For this discussion forum, please share: Have you ever written a cover letter? If so, was it for a course/assignment, or for an actual position for which you were applying? What was the process like for you? If you have not ever written a cover letter, please share why. If you have any questions about cover letters, be sure to ask them here, too! (LO3) <p>Assignment:</p> <ol style="list-style-type: none"> 1. Write a cover letter that you can use for a professional, academic, or volunteer experience at this stage in your life. Consider using ChatGPT as a means to help you to begin your cover letter. You may also use a Word template if you prefer. Ensure that the cover letter explains your experience and addresses any shortcomings or areas of growth. (LO3) (LO5)
Week Six: Creating a Portfolio (LO1) (LO3) (LO5)	
Learning Activities and Materials	Assessments
<ol style="list-style-type: none"> 1. How to Make Applying for Jobs Less Painful (4:37) (LO3) (LO5) 2. How to Create an Impressive E-portfolio (3 pages) (LO3) 3. Read at least three job descriptions for roles in your area of interest/field of study (from organizational websites, LinkedIn, or Indeed) (LO1) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Reflect on the cover letter writing experience from last week. What was that process like for you, and did it highlight any particular strengths or weaknesses in your experience or your professional writing skills? Please share your reflections on the cover letter writing process, and what you'd like to do next to further hone the writing you've drafted. If you used ChatGPT to help you begin this process, what was that experience like for

	<p>you, and would you recommend it, why or why not? (LO3)</p> <p>2. As you've learned from the reading this week, some career fields, or specific roles lend themselves to the need for an e-portfolio. Not all positions require a cohesive portfolio. Some job application processes will just require a series of items to be submitted together, maybe even as a single file. This could include items like a resume, cover letter, list of references, teaching philosophy, and transcripts. Review at least three job descriptions for roles in your area of interest or field of study and report back in this discussion board: What did these job applications require? If they didn't specify, what would you submit if you were applying? Be sure to add the link to the job description for each, so we can review them with you. (LO1) (LO3) (LO5)</p> <p>Assignment:</p> <p>1. For this assignment, you must conduct a critical analysis of your job application materials thus far. You will present your critical analysis <i>either</i> as a 3-page, double-spaced written document OR record as a 2-minute video. In your analysis, consider addressing the following:</p> <p>What are your current thoughts or evaluations of your resume and cover letter? Are they sufficient, or would you like to further develop them?</p> <p>Do you think you are in a field, or potentially applying for roles that require an e-portfolio? If so, what do you think will be your approach to creating and maintaining that body of content?</p> <p>What have you learned thus far about applying for professional roles in your field?</p> <p>What are you still hoping to learn or practice about applying for professional roles in your field?</p> <p>If you refer to specific websites or job application descriptions, be sure to cite those sources. (LO1) (LO3)</p>
Week Seven: The Interview Process (LO3) (LO4)	
Learning Activities and Materials	Assessments
<p>1. The Job Interview (24:09) (LO3) (LO4)</p>	<p>Discussion Forum:</p> <p>1. For this discussion board, please share your interviewing experience. What is your job interview experience thus far?</p>

<ol style="list-style-type: none"> 2. Six Steps to a Better Job Interview (2 pages) (LO3) (LO4) 3. How to Make a Good Impression in a Virtual Interview (5 pages) (LO3) (LO4) 4. Career Center: Interviewing (LO3) (LO4) 	<p>Have you had any interviews? If so, have they been face-to-face or virtual interviews? If you want to share, how do you think they went, and what did you learn about yourself or the organization from the interview? Also share in this discussion board what questions you have about the interview process, particularly with virtual interviews. (LO4)</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. For this assignment, you will be completing a virtual interview process! Some jobs will send candidates screening questions to record themselves answering as an initial part of an interview process. Should that screening portion go well, candidates may then be invited for an interview with a member, or members of the interview team. Here is your task: <p><i>Thank you for your interest in our company. We think you may have a background that aligns with this role and want to invite you to answer a few questions in an asynchronous video interview process. Please record yourself answering the following:</i></p> <ol style="list-style-type: none"> 1. Tell us about yourself. 2. Why do you think you would be a good fit for our organization? 3. Tell us about a time you were faced with a challenge at work and how you overcame that challenge. 4. Tell us about a time that you worked on a group project, or collaboratively with others, and what role you played in that group setting. 5. Share one interesting fact about yourself so we can get to know you more! (LO3) (LO4)
Week Eight: Reflections (LO1) (LO3) (LO4) (LO5)	
Learning Activities and Materials	Assessments
<ol style="list-style-type: none"> 1. The Habit that Could Improve your Career (10:59) (LO4) (LO5) 2. Trine Career Center (2 pages) (LO1) (LO3) 3. Handshake (1 page) (LO1) (LO3) 	<p>Discussion Forum:</p> <ol style="list-style-type: none"> 1. Reflections are often the final activity in a course, and we can reflect on what we learned in the course, how we improved as a student, and what learning or study skills we're taking away from the course. Catchlove's TED Talk this week talks about professional reflection, and emphasizes the art and skill of reflection as critical to professional employment and leadership. For this discussion board, critically reflect on your experience in this course and what you've learned about

	<p>yourself as a prospective job candidate in your field of study. Also discuss your reflection skills based in what Catchlove shared about these skills in the video resource from this week. (LO4) (LO5)</p> <p>2. Throughout the course, you've had an opportunity to explore the Trine Career Center LibGuides and resources. This week, check out the services that the Career Center offers. Career Center Staff members are always available to offer support to students 1:1. In this discussion board, share what you've learned about the Trine Career Center and how you could utilize their support services to improve your skills, documents, and job search experience. (LO3)</p> <p>Assignment:</p> <p>3. Handshake is a job application forum built particularly for students and alumni to network with organizations and find opportunities in their fields of interest. Trine has a membership with Handshake, so be sure to check out the Career Services Handshake page to begin with. Then, log into your student Handshake account and create your profile using the content you've built throughout this course. Send a screenshot (or two, if needed) of your Handshake profile once it is created. Copy and paste the screenshots into a Word file and then annotate (add notes to, using Track Changes or text boxes) your profile to call out specific features you wanted to highlight to potential employers. Consider the following:</p> <ol style="list-style-type: none"> What content did you include and what are you hoping employers glean from that content? Did you leave any areas blank? If so, why? Did you make any changes from the documents or content you wrote earlier in the course? If so, what were those changes and why? What else would you want potential employers to take note of when reviewing your Handshake profile? <p>(LO1) (LO3) (LO4) (LO5)</p>
--	---

References:

Week 1

- Smith, J. (2019). Chapter 1: Professional communications. Communication@Work. <https://pressbooks.senecacollege.ca/buscomm/part/chapter-1-professional-communications-2/>
- Parsons, L. (2022, August 23). Why is professional development important? Harvard Division of Continuing Education. <https://professional.dce.harvard.edu/blog/why-is-professional-development-important/>
- Trine University. (2023). Career Center: Professional image and etiquette. The Link. <https://libguides.trine.edu/c.php?g=344114&p=7585395>
- DecisionSkills. (2014). SMART goals – quick overview [Video]. YouTube. <https://www.youtube.com/watch?v=1-SvuFIQjK8>
- O-NET. (2023). O-Net interest profiler. O-NET. <https://www.onetcenter.org/IP.html#overview>
- Trine University. (2023). Majors & programs. Trine University. <https://trine.edu/academics/majors-degrees/>
- Trine University. (2023). Career Center: Career exploration. The Link. https://libguides.trine.edu/career_services/Career_Exploration

Week 2

- Films Media Group. (2018). Build professional network. Films On Demand. Retrieved November 28, 2023, from <https://fod.infobase.com/PortalPlaylists.aspx?wID=103978&xtid=195452>.
- Trine University. (2023). Career Center: Networking. The Link. <https://libguides.trine.edu/c.php?g=344114&p=2317808>
- Indeed Editorial Team. (2023). Professional networking: What it is and how to master it. LinkedIn Career Development. <https://www.indeed.com/career-advice/career-development/professional-networking>
- Peek, S. (2023, October 26). What is LinkedIn? How to use it personally and professionally. Business News Daily. <https://www.businessnewsdaily.com/2489-linkedin.html>

Week 3

- Trine University. (2023). Career Center: Resume/cover letter. The Link. <https://libguides.trine.edu/c.php?g=344114&p=2317993>
- Microsoft. (2023). Use a template to create a resume. Microsoft. <https://support.microsoft.com/en-us/office/use-a-template-to-create-a-resume-6053fbbb-94d8-471e-9957-49f4e7ab6fb8#:~:text=1%20Go%20to%20File%20%3E%20New.%20%20In,placeholder%20text%20with%20your%20own%20information.%20See%20More>
- Microsoft. (2023). Use ChatGPT to write resumes and cover letters. Microsoft. <https://www.microsoft.com/en-us/microsoft-365-life-hacks/writing/using-chatgpt-to-write-resumes-cover-letters>

Week 4

- Trine University. (2023). Career Center: Resume/ cover letter. The Link. <https://libguides.trine.edu/c.php?g=344114&p=2317993>
- Herrity, J. (2023, June 27). How to create a cover letter template in Word. Indeed Career Guide. <https://www.indeed.com/career-advice/resumes-cover-letters/cover-letter-template-word#:~:text=How%20to%20Create%20a%20Cover%20Letter%20Template%20via,templates.%20%20Customize%20your%20template.%20See%20More>.

Week 5

- Jain, P. (2019, January). How to make applying for jobs less painful [Video]. TEDTalk. https://www.ted.com/talks/priyanka_jain_how_to_make_applying_for_jobs_less_painful
- NJIT. (2021). How to create an impressive e-portfolio. NJIT Online Programs. <https://online.njit.edu/blog-posts/how-create-impressive-eportfolio>
- Films Media Group. (2010). The job interview. Films On Demand. Retrieved November 28, 2023, from <https://fod.infobase.com/PortalPlaylists.aspx?wID=103978&xtid=42006>.
- Bowes, P. (2013). Six steps to a better job interview. BBC News.

<https://www.bbc.com/news/business-25191591>

Keiling, H. (2023, July 11). How to make a good impression in a virtual interview. Indeed Career Guide. <https://www.indeed.com/career-advice/interviewing/virtual-interview>

Trine University. (2023). Career Center: Interviewing. The Link. <https://libguides.trine.edu/c.php?g=344114&p=2317611>

Week 6

Catchlove, P. (2022). The habit that could improve your career [Video]. TED Talk.

https://www.ted.com/talks/paul_catchlove_the_habit_that_could_improve_your_career

Trine University. (2023). Career Center. Trine University. <https://www.trine.edu/career-services/index.aspx>

Trine University. (2023). Handshake. Trine University. <https://www.trine.edu/career-services/handshake.aspx>