**ENG 177: GFX Career Ready Scholars**

**Spring 2024 Course Syllabus**

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#### **COURSE DESCRIPTION**

This course is a partnership between GFX, ECS, IPENG, and Sage Corps designed to provide GFX Career Ready Scholars with a real-world application of the NACE Career Readiness Competencies taught in the Fall 2023 course.

Students will work in teams and with their Sage Corps instructors to complete a project for a global start-up organization while cultivating career readiness competencies such as critical thinking, equity & inclusion, and professionalism.

Students will also receive instructional guidance on career readiness competencies such as teamwork, communication, and career/self management to equip them for their project.

**COURSE INSTRUCTORS**

#### *Illinois Instructor:*

Rosie Shen, Career Services Coordinator, [rshen9@illinois.edu](mailto:udennis@illinois.edu)

*Sage Corps Instructors:*

Katherine Nevils, Program Manager, [katherine@sagecorps.com](mailto:katherine@sagecorps.com)

Matt Meltzer, Founder & CEO, [mmeltzer@sagecorps.com](mailto:mmeltzer@sagecorps.com)

#### **COURSE MEETING TIME AND LOCATION**

#### Tuesdays at 3:00-3:50 pm

*In-person Location:*

2240 Digital Computer Laboratory

*Virtual Location:* <https://illinois.zoom.us/j/85964687608?pwd=SGJ2TUpaV3dham5ka0pUMGFEV3JEdz09>

Meeting ID: 859 6468 7608

Password: 265748

Meeting ID: 843 4021 0412

Password: 536955

*NOTE*:

Some sessions will be in-person. Others will be virtual. Refer to the class calendar for details.

**COURSE LEARNING OBJECTIVES**

#### Enhance teamwork, communication, and leadership competencies by working in groups

* Develop equity & inclusion and professionalism competencies by completing a project for a global client
* Deepen career & self-development and critical thinking competencies by reflecting on the project’s relevance to longer-term career opportunities

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#### **REQUIRED COURSE MATERIALS**

* Course Canvas Site
* Project Scope and Details (Provided by Sage Corps Instructors)
* LinkedIn Learning Modules (Access Provided by Sage Corps Instructors)

### **COURSE EXPECTATIONS**

Students will achieve the course objectives by completing the following tasks. Grades will be given based on both the completion and quality of each task:

#### *Homework Assignments*

##### This course includes a variety of assignments designed to prepare for and complement the main project and final presentation. Additional directions will be provided each class period.

#### *Class Participation*

##### Students are expected to arrive in class on time, actively participate in class discussions, and turn on their cameras during virtual class sessions.

#### *Form Completion*

This course includes a variety of forms to provide information and feedback that the instructors will use to track student progress and identify areas where they need additional help. ***Forms are due on Sundays at 11:59 PM.***

#### *Final Project and Presentation*

The major project of this course is working on a team project for a global startup. At the end of the project, students will complete a group presentation summarizing their work and outcomes.

#### **COURSE GRADING RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task** | **Available Points per Task** | **#Tasks** | **Total Points** | **% of**  **Grade** |
| **Homework Assignments** | 3 | 10 | 30 | 30% |
| **Class Participation** | 1 | 15 | 15 | 15% |
| **Form Completion** | 1 | 15 | 15 | 15% |
| **Final Project & Presentation** | 25 | 1 | 25 | 25% |
| **CITL Extra Credit Survey 1** | 2 | 1 | 2 | NA |
| **CITL Extra Credit Survey 2** | 2 | 1 | 2 | NA |
|  | **Total** |  |  | **100%** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Point Range** | 100 - 90 | 89 - 80 | 79 - 70 | 69 - 60 | 59 - 0 |
| **Letter Grade** | A | B | C | D | F |

#### **TENTATIVE COURSE CALENDAR**

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| --- | --- | --- | --- |
| **Date** | **Themes, Lead, & Venue** | **In-Class Activities** | **Homework Assignments** |
| **Week 1: Jan 16**  **(In-Person in 2240 DCL)** | Overview  (Rosie & Katherine) | * Introductions * Finalize class meeting time * Course Overview | * [Form #1: Student Information](https://forms.gle/YzKCtNHskQYf2vLi8) Form due Sunday, 1/21 |
| **Week 2: Jan 23**  **(In-Person in 2240 DCL)** | Collaboration and Project Management  (Rosie) | * Group dynamics * Project management * Goal Setting | * Review websites and prepare questions for meeting with the startup next week * Check email for project assignments and project scope to prepare for Week 3 * [Form # 2: Coming up with initial questions for your startup](https://forms.gle/DUwLiFM7kohtphna8), due Sunday, 1/28 |
| **Week 3: Jan 30**  **Virtual Class on Zoom** | Meet the Startups!  (Katherine) | * Meet the startup! * Project Review | * Email your startup with any questions you have about the project description |
| **Week 4: Feb 6**  **(In-Person in 2240 DCL)** | Project Week  (Rosie & Katherine) | * In-class group work * Check-in with Rosie or Katherine with questions * Katherine will enroll you into LinkedIn Learning after class | * [Form #3: Check-in Form due Sunday, 2/12](https://forms.gle/5p32hVZZkuumD2gg6) * Homework #1: Group Project Proposal |
| **Week 5: Feb 13**  **(In-Person in 2240 DCL)** | Project Week  (Rosie & Katherine) | * In-class group work and check-in with Rosie or Katherine with questions | * [Form #4: Check-in due Sunday by 2/18](https://forms.gle/8s4oS7kQTLYvoomB6) * Homework #2: Complete Linkedin Learning Courses by Sunday, 2/18 |
| **Week 6: Feb 20**  **Virtual Class on Zoom** | Skills bolstering session (Matt) | * Identifying Your Skill Gaps Session | * [Form #5:Check-In Form due Sunday, 2/25](https://forms.gle/mk7f77kDWayW7kEW6) * Homework #3: Send Katherine your resume in Google Doc format for review |
| **Week 7: Feb 27**  **(In-Person in 2240 DCL)** | Project Week  (Rosie & Katherine) | * In-class group project work | * [Form #6: Check-In due Sunday, 3/3](https://forms.gle/tdAmsM4UVk3b5zHc6) |
| **Week 8: March 5**  **Virtual Class on Zoom** | Guest Speaker  (Katherine) | * In-class group project work | * [Form #7:Check-In due Sunday, 3/10](https://forms.gle/E4cJxGDL2ssn7paM9) |
| **Week 9: March 12**  **No Class Meeting** | **Spring Break** | | |
| **Week 10: March 19**  **(In-Person in 2240 DCL)** | Presentations  (Rosie & Katherine) | * Intro to Presentations | * [Form #8 Check-In due Sunday, 3/24](https://forms.gle/Aom3rV4th77m42vw5) * Homework #5: Prepare a short update presentation for startup check-in and share with Katherine and Rosie via Google Slides |
| **Week 11: March 26**  **Virtual Class on Zoom** | Project Week  (Rosie & Katherine) | * In-class group work sessions with your startup partner * Share your updated presentation with your startup partner | * [Form #9: Check-In due Sunday, 3/31](https://forms.gle/ZdaTTeK5Hkt5NVTr7) * Homework #6: Submit 2-3 questions for next week’s guest speaker |
| **Week 12: April 2**  **Virtual Class on Zoom** | Learn about the Startup Ecosystem  (Katherine) | * Startup Guest Speaker | * [Form #10: Check-In due Sunday, 4/7](https://forms.gle/DcYETfCG3ASfV7yt5) * Homework #7:Create your final presentation draft to share during the Week 13 practice session |
| **Week 13: April 9**  **Virtual Class on Zoom** | Practice Presentations  (Rosie, Katherine & Matt) | * Review draft/outline of presentation to startup | * [Form #11: Check-In due Sunday, 4/14](https://forms.gle/1YRbeAfCDAZbHwzEA) * Submit final presentations due by April 9 |
| **Week 14: April 16**  **Virtual Class on Zoom** | Final Presentation | * Final Presentation | * [Final Presentation Form](https://forms.gle/xi8YheyDtXn9pMuV7) to be completed during the presentation |
| **Week 15: April 23**  **Virtual Class on Zoom** | Final Presentation | * Final Presentation | * [Final Presentation Form](https://forms.gle/xi8YheyDtXn9pMuV7) to be completed during the presentation |
| **Week 16: April 30** | Wrap | * Wrap up the semester | * Form #15: Complete Final Feedback Form by Sunday, 5/5 |

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### **OTHER CONSIDERATIONS**

##### *COVID-19*

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community, including wearing a facial covering properly, maintaining social distance (at least 6 feet from others at all times), disinfecting the immediate seating area, and using hand sanitizer. Students are also required to follow the campus COVID-19 testing protocol.

Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non- compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

##### *Emergency Response Recommendations*

Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>.

##### *Academic Integrity*

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty will result in a sanction proportionate to the severity of the infraction, with possible sanctions described in 1-404 of the Student Code (<https://studentcode.illinois.edu/article1/part4/1-404/>). Every student is expected to review and abide by the Academic Integrity Policy as defined in the Student Code: <https://studentcode.illinois.edu/article1/part4/1-401/>. As a student it is your responsibility to refrain from infractions of academic integrity and from conduct that aids others in such infractions. A short guide to academic integrity issues may be found at <https://provost.illinois.edu/policies/policies/academic-integrity/students-quick-reference-guide-to-academic-integrity/>. Ignorance of these policies is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Students in ENG 177 will be graded based on both individual effort and group effort. ***Please note that when completing forms and other assignments, you must return unique homework that can be attributed to your own effort.***

In this course you are expected to produce your own work in all assignments. Written assignments will be submitted through SafeAssign, a software tool that compares your writing against a large database as well as to the work of your current classmates and previously submitted assignments. Assignments with close matches to other work will be flagged and investigated.

In this course you are expected to produce your own work in all laboratory reports. You may collaborate with your partner, but each report must be written by each individual separately. We will compare all reports each week against current classmates. If your report has a close match with another it will be flagged and investigated.

In this course the use of calculators or electronic devices (cell phones or others) will not be allowed during examinations. If you are found using one, it will be investigated as potential cheating.

*Anti-Racism and Inclusivity Statement*

The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community.

The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Bias Assessment and Response Team (BART) (<https://bart.illinois.edu/>). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.

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##### *Disability-Related Accommodations*

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 [https://www.disability.illinois.edu](https://www.disability.illinois.edu/). If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting “Request an Academic Screening” at the bottom of the page.

##### *Family Educational Rights and Privacy Act (FERPA)*

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

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##### *Religious Observances*

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at <https://odos.illinois.edu/community-of-care/resources/students/religious-observances/> to request appropriate accommodations. This should be done in the first two weeks of classes.

##### *Sexual Misconduct Reporting Obligation*

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University’s Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential).

Other information about resources and reporting is available here: [wecare.illinois.edu](http://wecare.illinois.edu/).