

LAS 302: Internships and Professional Experiences

SYLLABUS EXAMPLE

1 – 3 Credit Hours

Course Description

This course develops career readiness competencies of LAS students as they engage in professional experiences (e.g., internship, service learning, volunteer, part-time job). Students make the most of their hands-on experience by engaging in active reflection, connecting experiences to both their academic journey and their next steps after Illinois. Students apply career development strategies to address complex career decision-making and management tasks, developing skills that they will continue to use through their lifetime.

Learning Outcomes

This course is designed to help you:

1. Understand the value of professional experience (e.g., internships, service learning, volunteering, part-time jobs) for career exploration, networking, and skill development
2. Connect work experiences to academic studies through active reflection and dialog
3. Describe various industries and workplaces, and learn to engage in professional environments
4. Create personal narratives to communicate the impact of your LAS degree and experiences (e.g., in a cover letter, LinkedIn profile, social media story, interview response, job offer negotiation).
5. Develop strategies for successful next career moves, including securing your first post-college destination and beyond.

Course Requirements

To participate in this course, the following requirements must be met:

1. **Students are enrolled in a bachelor's degree program in the College of Liberal Arts and Sciences.**
2. **Students are engaged in a professional experience concurrently with their course enrollment.**
For those seeking the 2 or 3 credit hour course options, the secured professional engagement must dedicate at least 60 hours of time over a prolonged engagement. (For example: Engaging in a fall or spring semester experience that spans at least 15 weeks, at a minimum of 4 hours/week; OR a summer experience that spans at least 6 weeks at a minimum of 10 hours per week.) This 60-hour minimum is required to gain a depth of professional experience that provides enough exposure for deeper reflection in course assignments.

Those interested in getting a *light exposure* to career development topics and work environments may seek the 1 credit hour option if they are working at least 30 hours over a prolonged engagement during the academic term. (For example: Engaging in a fall or spring semester experience that spans at least 15 weeks, at 2 hours/week; OR a summer experience that spans at least 6 weeks at a minimum of 5 hours per week.)

Course requirements at each credit level are explained in the **Credit Hour Options** section of this syllabus. *Please note that the number of credit hours is primarily related to the amount of course material engaged, rather than the number of hours worked at the professional experience site.*

3. **The course may be repeated for up to a total of 6 credit hours.**
When repeating, the identified professional experience should vary considerably from one term to another

(e.g., working in a different organization or industry, working in a different role at the same organization, taking on a significant new project in your role). Permission of instructor is required to repeat the course.

Repeating the Course

Please note that this course is repeatable for up to a total of six (6) credit hours. In order to facilitate diverse and meaningful learning experiences, a slight variation in career management skill topics is covered between fall and spring terms. Both versions of the course achieve the stated learning outcomes, using a Design Thinking framework and a Cognitive Information Processing approach to career decision making. Students are learning key strategies, engaging resources, and developing skills to address complex career decision-making and management tasks that they will encounter throughout their lifetime. The internship or professional experience they are engaged in is used as a “real world” lab to explore concepts explored in class.

Example of topics highlighted in *fall term* sessions include: setting and managing career goals, career decision-making, researching industries and occupations, effective use of job posting sites, getting the most out of job postings, writing effective cover letters, and using LinkedIn (and other social networking tools) for job search and career management.

Example topics highlighted in *spring term* sessions include: setting and managing career goals, work environment fit, values and authenticity in the workplace, workplace culture, top ten reasons why I am a great candidate, interviewing, and job offers and negotiations.

Course Information

Learning system: The Canvas course (canvas.illinois.edu) will be available approximately 3 – 5 days before classes begin. Once the Canvas course is available, access is provided to all registered students.

Class meeting day and time: TBA – EXAMPLE SYLLABUS FOR WEBSITE

Location: TBA – EXAMPLE SYLLABUS FOR WEBSITE

Credit: 1 – 3 credit hours

There are no required texts. All articles and web-based resources will be posted to Canvas each week. Two career theories with strategies for making effective career choices provide a foundation for this course.

- *Designing Your Life and Career*
More information on this approach can be found in an e-book through the University of Illinois Library. Here is the reference: *Designing your life: How to build a well-lived, joyful life.* Burnett, B., & Evans, D. (2016). New York, NY: Alfred K. Knopf.
- *Cognitive Information Processing Theory*
More information on this approach can be found in a free, open access text book available online at: <https://career.fsu.edu/tech-center/resources/cognitive-information-processing>
In particular, we draw most prominently from Chapters 1 and 2 in this resource.

Course Leadership

Instructor

Julia Makela

Senior Director, LAS Career Services

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Office Hours: By appointment

Location: 105 Gregory Hall (LAS Career Services)

Zoom Link: Available via course Canvas site

Technology Specialist

TBA – EXAMPLE SYLLABUS FOR WEBSITE

Credit Hour Options

This is a variable credit hour course. Students are encouraged to “choose their own adventure” by selecting a number of credit hours to pursue. Decisions should be made during the first 10 days of the semester, during the traditional registration period. The options for the class are as follows.

1-Credit Hour

The one (1) credit hour option is designed as a “light exposure” option to career development topics and professional experiences. It is designed for individuals who are just starting to explore work environments and how their academics connect to the world of work around them. Required activities include:

- Engage in a professional experience for at least 30 hours over a prolonged time during this academic semester
- Prepare for and participate in all eight (8) synchronous classes
- Complete four (4) brief reflections

During the eight (8) weeks of the semester when we have synchronous classes, students participate in two (2) contact hours of class (5:00 – 7:00pm). Outside of instructional contact hours, students can anticipate two (2) hours of independent class preparation or reflection work weekly.

2-Credit Hours

The two (2) and three (3) credit hour options are designed to support students as they build career management skills and connect their professional experiences to their academic and the world of work around them.

At the 2-credit hour level, required activities include:

- Engage in a professional experience for at least 60 hours over a prolonged time during this academic semester
- Prepare for and participate in all eight (8) synchronous classes
- Complete four (4) brief reflections
- Actively engage in online discussion board during asynchronous weeks
- Complete (3) application projects

Throughout the semester, students can anticipate two (2) instructional contact hours per week for this class – either within the eight (8) synchronous classes or via engaging in online discussion board activities on Canvas. Outside of instructional contact hours, students can anticipate four (4) hours of independent class preparation or reflection and project work weekly.

3-Credit Hours

At the 3-credit hour level, students complete the 2-credit hour activities, with the addition of participating in mentor groups resulting in a summary project that integrates learning across the class.

Throughout the semester, students can anticipate two (2) instructional contact hours per week for this class (as described above), as well as one (1) additional contact hour per week related to mentor group engagement. Outside of instructional contact hours, students can anticipate six (6) hours of independent class preparation or reflection and project work weekly.

Overview of Course Activities and Projects

Required of All Class Participants (1 – 3 Credits)

A. Professional Experience Verification Form (Total Points: 5)

REQUIRED at course entry; DEADLINE: Day 11 of semester

A Professional Experience Verification Form is required by Day 11 of class. This document confirms engagement in a professional experience for hands-on learning, and therefore, the appropriateness of this course for this semester.

Students sometimes have difficulty obtaining site supervisor signatures by the Day 11 deadline. Delays must

be communicated to the instructor prior to the deadline so accommodations can be made. Failure to secure a signed verification form may result in removal from the course.

B. Class Participation (Total Points: 40)

This course is divided into 8 learning modules completed over the 16-week semester.

This class is fundamentally about integrating experiential learning into your academic, career, and personal journey. Active participation and interaction with the material are essential, including engagement in synchronous classes. We want to provide as many opportunities as possible to wrestle with the material and it help you make it meaningful in your own lives. *You may earn up to 5 class participation points for each session / topic area, for a maximum of 40 points.*

The following rubric is used to document and track participation:

Synchronous Sessions	
5 pts (A)	Participant is on time and present for the entire class, listens attentively AND engages with all class activities.
4 pts (B)	Participant arrives 10+ minutes late and/or leaves 10+ minutes early without approval OR participant is only somewhat attentive in class and/or does not engage with all class activities; uses tech in a distracting manner.
3.5 pts (C)	Participant arrives 10+ minutes late and/or leaves 10+ minutes early without approval AND is only somewhat attentive in class and/or does not engage with all class activities; uses tech in a distracting manner.
3 pts (D)	Participant is on time and present for the entire class BUT is disengaged throughout and/or hinders others' learning experience.
0 pts (F)	Unexcused absence without prior approval from instructor

Excused absences from synchronous sessions maybe be requested from the instructor for extenuating circumstances at least 24 hours before the class, and if an emergency, as soon as possible. Approval decisions are at the discretion of the instructor, based on established course policies. If granted, the excused absence will be worth a maximum of 4.0 points.

C. Brief Reflections (Total Points: 40)

These are brief, journal-style exercises and reflections that will be offered throughout the course. Students' brief reflection activities include:

Number	Fall Topics	Spring Topics	Max Points
1	Goal setting	Goal setting	10
2	Energy and engagement tracking	Person-environment fit	10
3	Industries and occupations	Values in the workplace	10
4	Informational interviews	Workplace culture / authenticity	10

The following rubric is used for assignments that provide an opportunity to engage with self-exploration and self-reflection prompts. You may note that spelling and punctuation are not taken into account in grading of brief reflections. Emphasis is placed on exploring the prompts thoughtfully and thoroughly, making connections between course material and your professional experience.

10 pts (A) 100% of points	The work is complete, i.e., completely addresses the prompt thoughtfully and thoroughly, containing all assignment elements, AND is submitted on time.
8 pts (B) 80% of points	The work mostly addresses the prompt in a thoughtful manner, yet lacks thoroughness – it is missing a few assignment elements AND the work has been submitted on time.
7 pts (C) 70% of points	The work is incomplete, i.e., somewhat addresses the prompt, AND/OR is missing several assignment elements; AND/OR the work is complete but submitted late (and has lost daily points as a result).
6 pts (D) 60% of points	The work is incomplete, i.e., barely addresses the prompt, AND is missing majority of assignment elements; OR the work is complete but submitted late (and has lost daily points as a result).
0 points (F)	The work does not address prompt at all, OR is submitted well past the late deadline OR is not submitted at all

Required of Class Participants seeking 2 or 3 Credits

D. Application Projects (Total Points: 45)

We will wrap up the semester with activities related to refining your career development story. How will you communicate your interests, skills, strengths, and experiences to others? How will you make connections between your academic journey and your career goals?

Please note that spelling, grammar, and punctuation are considered in grading on these assignments, as you are writing documents and materials to present your career story to external audiences. Up to 1.5 pts (or 10% of the total score) may be deducted for these errors. Grading rubrics designed for each of these projects are available with the project descriptions in the Canvas course.

Number	Fall Topics	Spring Topics	Max Points
1	Job posting site exploration	Top Ten Reasons	15
2	Draft cover letter	Interviewing	15
3	LinkedIn or Social Media Story	Job Offers & Negotiation	15

Required of Class Participants seeking 3 Credits

E. Mentor Group with Summary Project to Integrate Learning (Total Points: 45)

Those taking the course for three (3) credit hours engage in a mentoring group that meets during asynchronous weeks. Mentoring groups consist of a small group of students (4 – 5) who meet with an assigned career mentor to reflect on their professional experiences and how they relate to the career theories / approaches discussed in class (design thinking and Cognitive Information Processing).

These conversations help lead to a creating a career narrative project that pulls together a holistic story using the theories, reflecting on what you learned in both the class with applications to your work experiences. A detailed framework for the project will be provided on Canvas. Final projects will be shared in a brief presentation (6 – 8 minutes) and write-up. The brief write-up can take a variety of formats, and creativity in your approach is encouraged. Some of the options include:

- PowerPoint presentation with talking points in the notes field showing connections to course material
- Canva handout, highlighting key points and noting connections to course material
- Prezi poster presentation that provides more information when you zoom in on each content area
- Traditional reflection paper addressing each required content area

Select a format that helps you best express your story and content.

Total Possible Course Points

Late submissions: Late submissions will be accepted only with prior approval of instructor. A late penalty of 5% of the credit will be applied to the total points for each full late day, with up to 20% deducted for late submission.

Total possible points for course

The following table demonstrates total possible points based on number of credit hours selected for enrollment.

Activity (Demonstrating Fall Topics)	1-Credit Hour	2-Credit Hours	3-Credit Hours
A. Submit Experiential Learning Documentation	10	10	10
Professional Experience Verification Form	10	10	10
B. In-Class Participation (8 classes, 5 pts per class)	40	40	40
C. Discussion Boards (Asynchronous class weeks)	--	25	25
D. Brief Reflections	40	40	40
Goal Setting (Module 1)	10	10	10
Energy and Engagement Tracking (Module 2)	10	10	10
Industry and Occupation Worksheet (Module 3)	10	10	10
Informational Interview Reflection (Module 4)	10	10	10
E. Application Projects	--	45	45
Job Posting Sites Exploration (Module 5)	--	15	15
Draft Cover Letter (Module 6)	--	15	15
LinkedIn or Social Media Story (Module 7)	--	15	15
F. Mentor Group & Projects	--	--	75
Group participation (6 meetings, 5 pts per)	--	--	30
Project presentation and write-up (Module 8)	--	--	45
Total	90	160	235

Grading Information

Students earn letter grades based on the percentage of total points earned. The percentage of points earned (your points ÷ total possible points) can then be converted to a letter grade, as detailed in the following table.

A+ 98-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A 94-97%	B 84-86%	C 74-76%	D 64-66%
A- 90-93%	B- 80-83%	C- 70-73%	D- 60-63%
			F Below 60%

***Note: Grades are calculated exactly and will not be rounded up.**

Class Participation Guidelines

In all LAS 302 class meetings, students share the responsibility for creating and maintaining an open, inclusive, friendly, and intellectually stimulating learning environment, where everyone's participation is encouraged and valued. When debating controversial issues, where there are substantive arguments to be made on either side, students will be expected to cite evidence to support their own point or to refute another's point. Always treat one another with respect, even when we may strongly disagree with others' perspectives, ensures that all members of the classroom feel welcome and safe to participate. We respect all opinions within reason. Exclusionary, offensive or harmful speech will not be tolerated. Please play your part in helping to create and sustain a positive learning atmosphere in LAS 302.

Plagiarism and Academic Integrity

Any assignment that displays evidence that you have represented someone else's work as your own will be reported in accordance with university policies and result in a zero-point grade on the assignment. Stiffer penalties may apply depending on the nature of the offense. Ignorance is not an excuse for academic dishonesty. You can learn more about the university's academic integrity policy here:

<https://studentcode.illinois.edu/article1/part4/1-401/> Please reach out to your instructor if you are uncertain about whether your actions could constitute an academic integrity violation.

Mental Health *(This statement approved by the University of Illinois Counseling Center)*

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Obtaining Accommodations

Your success as a student is of utmost importance to us. If you have a disability or any other special circumstances that may have an impact on your work in this class and for which you may require special arrangements, please contact us as soon as possible so those arrangements can be made promptly.

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 217-333-4603, e-mail disability@illinois.edu or go to the DRES website. If you are concerned you have a disability-related condition that is effecting your academic progress, there are academic screening appointments available on campus that can help diagnose a previously undiagnosed disability by visiting the DRES website and selecting "Sign-Up for an Academic Screening" at the bottom of the page.

Campus Safety

Campus safety is important for everyone. Please visit the following website for information on what to do in an emergency: <http://police.illinois.edu/emergency-preparedness/run-hide-fight/>

Example Class Schedule

This is an example class schedule based on Fall 2024. Please note that classes will typically start in the second week of the term – to allow time for students to get connected with their internship and professional experience sites. We will generally meet as a full group every other week. However, it is important to look carefully at the schedule, as some meetings occur in consecutive weeks due to campus break and holiday schedules.

Schedules for future terms will be available in the Canvas course.

Week of the Term	Full Class, In-Person Meeting	3-Credit Hour, Mentor Group Meetings
Week 1 – Mon, Aug 26 – Sun, Sept 1, 2024	--	--
Week 2 – Mon, Sept 2 – Sun, Sept 8, 2024	Tues, Sept 3, 2024	--
Week 3 – Mon, Sept 9 – Sun, Sept 15, 2024	Tues, Sept 10, 2024	--
Week 4 – Mon, Sept 16 – Sun, Sept 22, 2024	Tues, Sept 17, 2024	--
Week 5 – Mon, Sept 23 – Sun, Sept 29, 2024	--	Meeting 1 this week
Week 6 – Mon, Sept 30 – Sun, Oct 6, 2024	Tues, Oct 1, 2024	--
Week 7 – Mon, Oct 7 – Sun, Oct 13, 2024	--	Meeting 2 this week
Week 8 – Mon, Oct 14 – Sun, Oct 20, 2024	Tues, Oct 15, 2024	--
Week 9 – Mon, Oct 21 – Sun, Oct 27, 2024	--	Meeting 3 this week
Week 10 – Mon, Oct 28 – Sun, Nov 3, 2024	Tues, Oct 29, 2024	--
Week 11 – Mon, Nov 4 – Sun, Nov 10, 2024	--	Meeting 4 this week
Week 12 – Mon, Nov 11 – Sun, Nov 17, 2024	Tues, Nov 12, 2024	--
Week 13 – Mon, Nov 18 – Sun, Nov 24, 2024	--	Meeting 5 this week
Week 14 – FALL BREAK	--	--
Week 15 – Mon, Dec 2 – Sun, Dec 8, 2024	Tues, Dec 3, 2024	--
Week 16 – Mon, Dec 9 – Wed, Dec 11, 2024	--	Meeting 6 this week
Week 17 -- FINALS		

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