



## School of Planning, Public Policy and Management



## PPPM 623 — PROFESSIONAL DEVELOPMENT

CRN 15193 (Tuesdays, 8:00-9:20 am) and 15194 (Thursdays, 8:00-9:20 am)

CLASS SYLLABUS – FALL 2019

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Instructors:	Bob Choquette	Julie Voelker-Morris
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### ***Course Description***

Students enter the MCRP, MPA, and MNM programs from a variety of disciplines. While this diversity creates a rich educational experience for faculty and students, it also means that students begin their graduate studies with differing levels of skills and experience with the fundamental tools needed to be successful in graduate school and in the professional world.

This class was created to achieve two goals:

1. To provide incoming students with a common set of professional skills needed to be successful in the program and beyond; and
2. To serve as a connection among the core classes offered during fall term.

The learning objectives have been developed by faculty based on their experience working with incoming students, and arranged so that knowledge gained in this class can be used to complete assignments from the other fall term classes, prepare students for academic and career development, and successfully compete for GEs and internships.

### ***Learning Outcomes***

Upon successful completion of this course, students will be able to:

- Create professional documents using Microsoft Word
- Organize and analyze data using Microsoft Excel
- Prepare for an academic and career trajectory by developing a Professional Development Plan
- Prepare for internships and jobs by writing effective resumes and cover letters
- Increase networking and interviewing skills by developing pitches and professional contacts
- Create engaging and informative presentations using Microsoft PowerPoint

- Improve public speaking and presentation skills by giving presentations to the class

### **Course Texts**

**Recommended:** Burnett, B. & Evans, D. (2017). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Alfred A. Knopf.

Additional articles may be available via our Canvas course site and/or online links shared in class.

### **Requirements**

The final grade will be determined by successful completion of class requirements as indicated below. Further guidelines for all requirements will be provided in class.

### **Grading**

This class is offered pass/no pass. Your grade will be determined based on the following:

Professional Development Plan & Updated Resume	10%
Required 1-on-1 meeting with Julie	30%
Attendance and participation	20%
Student presentations and critique	40%
<b>TOTAL</b>	<b>100%</b>

### **Communications & Course Website**

The course website is located on the University’s Canvas system (<https://canvas.uoregon.edu>). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the UO Registrar has your correct email address. We will use this email address to communicate with you.

### **Participation**

We expect you to come to class, just as you expect us to show up. Coming to class late is disruptive, so please arrange your schedules (work or otherwise) such that you can avoid ongoing tardiness or absences. Should you not be able to make it to a class meeting, please let Bob or Julie know in advance.

A quick word on respect: while the classroom should be full of discussion and activity, we’d like it to be focused on course-related material. Here are a few reminders:

- Please turn off or silence cell phones; if you need to take an important call during class, please let us know beforehand and exit the room if the call comes.
- Refrain from having extended low-level (i.e. whispered) conversations; while it might seem “quiet”, this is quite distracting to everyone else in the room.
- Please do not listen to audiobooks, read the paper, do crossword puzzles, or practice yo-yo during class; please be “here” when you are here.
- Extend respect to all in the classroom: Biased, abusive, insulting language or actions will not be tolerated.

## ***Shared Responsibilities in our Learning Community***

(adapted from Batterson, 2004): Multiple interpretations and ideas from participants in this course are welcome and encouraged. All members of the learning community (i.e., our class) share the responsibilities of gathering, synthesizing, and building meaning from information.

As instructors, we are responsible to:

1. Give you control over your own learning within the boundaries of the course purpose and outcomes
2. Provide you with questions, examples, and themes of exploration
3. Help you establish quality criteria for your work
4. Provide you with quality feedback for continuing improvement
5. Help you believe success is achievable
6. Help you access quality resources; clarify concepts
7. Demonstrate the course's value
8. Guide you in completing tasks to demonstrate your achievement, and
9. Affirm your achievement with you.

As a student, you are responsible for your own learning by:

1. Openly sharing your work and asking for feedback
2. Relating concepts and skills to real world experiences
3. Gathering & synthesizing information of varying sources
4. Willingly exploring ideas, questions, themes, and examples posed as well as those that you find and intrigue you individually
5. Making us aware of your individual learning needs
6. Being prepared and on time for all of our sessions, and
7. Being present and engaged in the content and work during class sessions.

## ***Accessible Education***

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of my instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## ***Inclusion Statement***

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head.

## ***Diversity***

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value

each class member's experiences and contributions, and communicate disagreements respectfully. Please notify us if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 1 Johnson Hall, 541.346.3175 or <http://inclusion.uoregon.edu/>
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or <http://codac.uoregon.edu/>
- Bias Response Team: 164 Oregon Hall or [brt@uoregon.edu](mailto:brt@uoregon.edu) or <http://bias.uoregon.edu>

### ***Center for Multicultural Academic Excellence***

The CMAE is a place where students are empowered, engaged, and nurtured for success. Our vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email [cmoe@uoregon.edu](mailto:cmoe@uoregon.edu), or visit Suite 164 and 165 in Oregon Hall.

### ***Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment***

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541-346-3123 or [aaeo.uoregon.edu](http://aaeo.uoregon.edu). **If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541-346-SAFE, UO's 24-hour hotline, or visit the SAFE website, [safe.uoregon.edu](http://safe.uoregon.edu).** The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

### ***UO Community of Care***

Life at college can get very complicated. Students sometimes feel overwhelmed or lost, experience anxiety or depression, mood changes, or struggle with relationship difficulties. Sometimes these concerns or other challenges such as eating and/or sleeping can interfere with optimal academic performance. If the source of symptoms feel strictly related to your course work, please speak with us. Many of these issues can be effectively addressed with a little help. Additionally, the University Counseling Center (UCC) helps students cope with difficult emotions and life stressors in support of their academic success. The UCC is staffed by experienced, professional psychologists and therapists, who are

attuned to the needs of college students. The services are free and confidential. Services include daily drop-in hours so you can speak to staff as soon as possible. **Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (includes after-hours support and crisis line).**

As your faculty members, if we infer you need additional support, we will express our concern and the reasons for them and remind you of resources that might be helpful to you. It is not our intention to know the details of what might be bothering you, but simply to let you know we are concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do—for yourself and for your loved ones.

Additional campus resources include:

- Duck Nest Wellness Center in the EMU
- UO Police Department 541-346-2919
- Crisis Text Line: 'OREGON' to 741-741

### ***Late Assignment Policy***

If you are unable to make it to class on the day an assignment is due, you may mail or email your assignment to the instructor prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

### ***Incomplete Policy***

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

### ***Academic Honesty***

“Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced” (Learn more at the UO Student Life Student Conduct Code webpage, <http://conduct.uoregon.edu>).

The bottom line is this: don't cheat. Doing so puts both student and instructor in uncomfortable positions, and getting caught has serious consequences for your career as a student. If you feel undue pressure from the workload in this class, come talk to us.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructors. If there is any question about whether or not an act constitutes violation of academic honesty, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://libweb.uoregon.edu/guides/plagiarism/students>

### ***Academic Misconduct***

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

## ***Assignments / Activities***

### ***Assignment 1 – Professional Development Plan DRAFT + Resume DRAFT + 1-on-1 with Julie***

To pass PPPM 623, you are required to complete at least one (1) 1-on-1 meeting with Julie during the term. At this meeting, we will discuss your individual professional and career goals as well as overview the current iterations of your PPPM professional development plan and current resume.

Please bring a hard copy of the following to your scheduled 1-on-1 meeting with Julie:

- Draft Professional Development Plan. See PDF and DOC versions at <https://blogs.uoregon.edu/pppm/resources/internship-resources/job-application-skills/>
- Draft of current resume. Use the resume template found at <http://pppm.uoregon.edu/internship-job-resources>
- Questions you have about internships, career planning

### ***Activity 1 –Presentation I***

Prepare a five-minute presentation on a gripe – something that really bothers you that your audience needs to know about. Your presentation should contain three or more PowerPoint slides. At least one of the slides should present data that supports your position.

### ***Assignment 2 – Presentation Critique***

Submit via Canvas a 2-3 paragraph critique of your presentation based on a review of your recorded presentation and the feedback received from the instructor and your classmates.

### ***Activity 2 –Presentation II***

You will prepare a second five-minute presentation on a more data-focused topic to present in class in week 7. This second presentation will to give you a chance to incorporate the feedback you received from your first presentation to become a better presenter in the areas you identified for improvement.

### ***Assignment 3 – Professional Development Plan and Resume FINAL DRAFT***

Submit a hard copy of your a) professional development plan and b) your final resume via Canvas during week 8. Make certain you have used the resume template. The final version of your resume can assist you for applying for internships and jobs. The final version of your Professional Development Plan will assist you in talking with your academic, career, and internships advisors regarding course selections, fellowships, internship and job opportunities.

### ***Assignment 4 – Participate in the final Panel Interview Practice Session***

Details of this assignment will be provided in class. The basic gist is: students receive the opportunity to practice interviewing one another in preparation for internship, fellowship, or other employment interviews.

## Schedule

WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES	
0	W	September 25	9:20 am - 3:20 pm	Bob	442 McKenzie	Microsoft Word		
			9:20 am - 3:20 pm	Julie	166 Lawrence	Process of Professional Life		
	TH	September 26	9:20 am - 3:20 pm	Bob	442 McKenzie	Microsoft Excel		
			9:20 am - 3:20 pm	Julie	166 Lawrence	Wayfinding through Actions		
	FR	September 27	9:20 am - 11:50 am	Fatima	166 Lawrence	Real Talk about Diversity		
			2:00 pm – 4:20 pm	Julie	166 Lawrence	Communication and Self-Presentation		
1	TU	October 1	8:00 am – 9:20 am	Bob	442 McKenzie	Microsoft Excel II		
			8:00 am - 11:50 am	Julie	121A Hendricks	Scheduled 1-on-1 meetings		
	TH	October 3	8:00 am – 9:20 am	Bob	442 McKenzie	Microsoft Excel II		
			8:00 am - 11:50 am	Julie	121A Hendricks	Scheduled 1-on-1 meetings		
	2	TU	October 8	8:00 am – 9:20 am	Bob	300 Villard	<i>StrengthsFinder</i> analysis	Everyone attends this session
		TH	October 10	8:00 am – 9:20 am	Julie	300 Villard	Networking skills	Everyone attends this session
5:30 pm – 7:30 pm				Bob / Julie	Pape Room, JSMA	<b>Net Night</b>	Business casual dress	
3	TU	October 15	8:00 am – 9:20 am	Bob	442 McKenzie	Microsoft Word II		
			8:00 am - 12 noon	Julie	121A Hendricks	Scheduled 1-on-1 meetings		
	TH	October 17	8:00 am – 9:20 am	Bob	442 McKenzie	Microsoft Word II		
			8:00 am - 12 noon	Julie	121A Hendricks	Scheduled 1-on-1 meetings		

WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES
4	TU	October 22	8:00 am – 9:20 am	Bob	442 McKenzie	Effective Presentations	
	TH	October 24	8:00 am – 9:20 am 8:00 am - 12 noon	Bob Julie	442 McKenzie 121A Hendricks	Effective Presentations Scheduled 1-on-1 meetings	
5	TU	October 29	8:00 am – 9:20 am 8:00 am - 12 noon	Bob Julie	442 McKenzie 445 McKenzie 121A Hendricks	Presentation I Scheduled 1-on-1 meetings	Student presentations in class
	TH	October 31	8:00 am – 9:20 am 8:00 am - 12 noon	Bob Julie	442 McKenzie 445 McKenzie 121A Hendricks	Presentation I Scheduled 1-on-1 meetings	Student presentations in class
6	TU	November 5	8:00 am – 9:20 am	Julie	300 Villard	Resumes and Interviewing	
	TH	November 7	8:00 am – 9:20 am	Julie	300 Villard	Resumes and Interviewing	
7	TU	November 12	8:00 am – 9:20 am 8:00 am - 12 noon	Bob Julie	442 McKenzie 445 McKenzie 121A Hendricks	Presentation II Scheduled 1-on-1 meetings	Student presentations in class
	TH	November 14	8:00 am – 9:20 am 8:00 am - 12 noon	Bob Julie	442 McKenzie 445 McKenzie 121A Hendricks	Presentation II Scheduled 1-on-1 meetings	Student presentations in class
8	TU	November 19	8:00 am – 9:20 am	Julie	300 Villard	Interviewing	
	TH	November 21	8:00 am – 9:20 am	Julie	300 Villard	Interviewing	Assignment 2 due Professional Development Plan and Resume due