

## School of Planning, Public Policy and Management



# PPPM 623 — PROFESSIONAL DEVELOPMENT CLASS SYLLABUS – FALL 2023

CRN 14395

**\*\*Classrooms:** Please carefully read the schedule at the end of the syllabus. Course meeting locations differ on Tuesdays and Thursdays.

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Instructors:	Bob Choquette	Julie Voelker-Morris
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Phone:	541.346.3851	541.346.2179
Office Hours:	Mon and Tue 10 - 12:00 noon	Schedule virtual or in-person appointments using:

- the [Booking link for Julie Voelker-Morris](#)



- this QR code:
- an email with alternate dates/times

Office Location: 106 Hendricks  
Classroom: 442 McKenzie

121A Hendricks  
125 Living Learning Center

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### **Course Description**

Welcome to PPPM 623: Professional Development! This class was created to achieve two goals:

1. To provide incoming students with a common set of professional skills and resources needed to be prepared for academic and career success
2. To serve as a connection among the core classes and graduate degree cohorts during fall term.

Practicing a wide variety of Microsoft Suite tools and preparing to be competitive for the future job market now prepares PPPM graduate students for academic success in the program and career success when applying to internships, fellowships, GE positions, and other types of employment. Skills from this course are transferrable to almost all future course and employment settings that PPPM students pursue. Prior students have used the knowledge and skills from this class to set themselves apart when competing for jobs and internships.

Students enter the MCRP, MPA, and MNM programs from a variety of disciplines, backgrounds, and

experiences. 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 knowledge of the fundamental tools needed to be successful in graduate school and in the professional world. We assume that students will support and learn from one another as well as the faculty to build, refine, and enhance their skills in course tools and methods.

## ***Learning Outcomes***

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

- Use many of the features of Microsoft Word to create professional documents
- Use some of the features of Microsoft Excel to organize and analyze data
- Prepare for an academic and career trajectory by developing a Professional Development Plan
- Prepare for internships and jobs by writing effective resumes and exploring cover letters
- Increase networking and interviewing skills by developing public image interfaces and professional contacts
- Create engaging and informative presentations using Microsoft PowerPoint
- Improve public speaking and presentation skills by giving two presentations to the class

## ***Career Competency Learning Outcomes*** (from National Association of Colleges & Employers)



### **Communication**

*Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization, including:*

- Demonstrate professional verbal, written, and non-verbal/body language abilities to communicate ideas, ask relevant or timely questions, and raise perspectives.
- Employ active listening, persuasion, or influencing skills.
- Communicate in a clear and organized manner to be understood effectively by others.
- Frame communication with respect to diversity of communication abilities and cultural differences.



### **Career and Self Development**

*Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.*

- Show an awareness of one's own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one's future career.
- Professionally advocate for oneself and others.

- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one's career.



## Professionalism

*Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace. Including:*

- Act equitably with integrity and accountability to self, others, and the organization/course.
- Maintain a positive alignment with organization/course and personal career values.
- Be present and prepared; demonstrate dependability (e.g., report consistently for work/class/meetings).
- Prioritize and complete tasks to accomplish organizational/course/team goals; show a high level of dedication toward doing a good job.
- Consistently meet or exceed goals and expectations, high attention to detail with few errors.



## Technology

*Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.*

- Navigate change and be open to learning new technologies.
- Use technology to improve efficiency and productivity of their work.
- Identify appropriate technology for completing specific tasks.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.
- Quickly adapt to new or unfamiliar technologies.
- Manipulate information, construct ideas, and use technology to achieve strategic goals.

Note: PPPM offers professional research degree programs. As part of these programs, students are expected to behave in a professional manner at all times. This course expects practice in this area of professionalism. Professionalism in this course does not mean learning norms and rules of white hetero cisgender wealthy capitalist institutional patriarchal cultures (Gray, 2019). It is important to learn what those rules are to understand them and use that understanding to advantage when possible - even when we dislike or disagree with them. For purposes of this class, professionalism is found in the following community agreements.

## Course Modality

This is an in-person course: we will meet during scheduled class meeting times in both 442 McKenzie and 125 Living Learning Center North per the course schedule at the end of this syllabus. The only exception to the in-person meeting modality is during week 6 when we will practice and hold a virtual networking coffee with PPPM alumni via a shared Zoom link.

### ***Accessible Education***

The University of Oregon is working to create inclusive learning environments. Please notify one of us if there are aspects of the 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 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

Please notify us if there are aspects of our instruction or design of this course that result in barriers to your participation. Step outside of the room momentarily to take care of your own physical or mental needs if you need to do so. Students who may have mobility issues that make this guidance challenging should contact us.

### ***Technological Requirements***

An outline of [Technology Resources](#), inclusive of each resource mentioned above, is available to all UO graduate students. Technology resources most frequently used in this course include:

**Microsoft Office:** Consistent access to Microsoft Office 365 tools, including Excel, Word, and PowerPoint, are necessary to successful completion of course assignments. You will also need a stable web browser and internet access to retrieve and complete assignments.

**Zoom:** Our Virtual Networking Coffee with PPPM alumni will use Zoom. A specific link for this session will be provided during the term.

**Canvas:** While our classes will be in person, the Canvas Learning Management System (Canvas) will be an important part of our course. Canvas is the central place for course information and engagement outside of class time. Students can set Canvas notification settings to receive class announcements via text or email. Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

### ***Course Communications***

Talking with students about our course material is a true pleasure. Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also be in touch to share how you are doing in the course. If you are having trouble with some aspect of it, we want to strategize with you. Every student can succeed in this course, and we care about your success.

#### ***Communication from Bob and Julie***

As describe above, our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email or can even reach you by text. Check and adjust your settings under Account > Notifications in Canvas.

If we need to get in touch with individual students, we will do so through email. When giving feedback on assignments, Julie will do so in Canvas, and turnaround time for feedback is generally 1-1.5 weeks. Bob will share feedback methods for each specific assignment you submit. Some will be submitted directly in Canvas while others might use a Qualtrics form or in-class activity that is then collected.

### *Communication from students to Bob and Julie*

You will likely have questions about the course, assignments, or related topics throughout the term.

If your question is a practical, yes/no one about an assignment, reading or other course component, please first ask your colleagues in the course. If you have spoken with at least 2-3 peers and the question is unresolved, please email Bob or Julie as appropriate to the inquiry.

If your question is about a technical challenge with Canvas, Zoom, or another technology, please contact the [UO Service Portal](#).

If your question, concern, or enthusiasm is about course content or activities, about something personal, is time sensitive, or is something else that doesn't feel like it fits the above descriptions, please reach out to us by email or by attending office hours. Office hours and how to make appointments are provided at the top of the syllabus. We seek to respond within one business day.

### ***Discussion and Engagement Guidelines for Participation***

**Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment as within any classroom setting. This entails preparing, following guidelines, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

**Interact Academically:** Our learning environment provides an opportunity to practice being academic and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g., Do I contribute too much? Too little?). Practice building work practices now so that you are prepared for future internships, research projects, client-based work, and employment opportunities.

**Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches and seeks to foster equity and inclusion in a welcoming, safe, and respectful manner. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. 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.

Class rosters are provided to instructors with students' legal names. Please let us know if the name or pronouns we have for you are not accurate. It is important to us to address you properly.

For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 1 Johnson Hall or 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: Oregon Hall Suite 164 & 165 or 541.346.3479 or email [cmae@uoregon.edu](mailto:cmae@uoregon.edu)

**Help Everyone Learn:** Our goal is to learn together by learning from one another. As we learn together, it is important that we build on our strengths. We need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice. No one should hesitate to contact us to ask for assistance or offer suggestions that might help us learn better together.

## Course Texts

**Required:** none.

**Recommended** (Available at [The Duck Store](#) or other booksellers):

- Brown, G. D. & Sinclair, D. L. (2020). *Black woman in green: Gloria Brown and the unmarked trail to forest service leadership*. Corvallis, OR: OSU Press.
- Burnett, B. & Evans, D. (2017). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Alfred A. Knopf.
- Ng, G. (2021). *The Unspoken Rules: Secrets to Starting Your Career Off Right*. Boston, MA: Harvard Business Publishing.

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 (P/NP). No letter grades will be assigned. Your P/NP grade will be determined based on the following:

Attendance and participation	20%
Assignment 1: 1-on-1 meeting with Julie	15%
Assignment 2: Professional Development Plan	15%
Assignments 3 & 4: Student presentations (2)	40% (20% each)
Assignment 5: Revised Resume	10%
<b>TOTAL</b>	<b>100%</b>

## **Assignments**

### *Attendance and Participation (20%)*

Your academic schedule is part of your professional schedule. This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have discussions, small-group activities, and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Barring a specific need for adjustment, graded work is always due in this course on the date shown in the syllabus.

We expect you to come to class just as you expect us to be prepared for class sessions or as you would be expected to be on time and prepared in the workplace. Should you not be able to make it to a class meeting, please let Bob or Julie know in advance. Julie and Bob are mindful of the many impacts that are affecting all of us: unfolding events related to COVID-19, West Coast wildfires, Black Lives Matter and other anti-racism efforts, among many other local, national, and global issues. Please track all Canvas announcements for updates regarding any changes to our course due to any university-led modifications in how we teach, learn, and work.

If you are sick, stay home. Though attendance and participation account for 20 percent of students' grades, we can discuss any necessary make-up activities (used up to three times) by any student for any reason. Please reach out to Bob and Julie so we can work together to help you succeed in this course. Dependent upon classroom technology support, we may be able to have you join the class via Zoom if you are well enough. Do note that such occasions will likely be predominantly focused and presented for those in the in-person classroom rather than through the HyFlex model that faculty and students found extremely challenging last academic year.

### *Assignment 1: 1-on-1 meeting with Julie (15%)*

1-on-1 meetings with Julie are a really great time to get to know more about you and your professional goals and interests, hopes and fears, questions and concerns.

**Sign up for your 1:1** with Julie via [this booking link](#). 1:1s are generally scheduled for Monday/Wednesday afternoons. Alternate appointment times can be scheduled by emailing Julie directly at [jvoelker@uoregon.edu](mailto:jvoelker@uoregon.edu). **You should try to meet with Julie before the end of Week 5 (October 27).**

At this meeting, we will discuss ways we can work together to help you work toward your individual professional and career goals as well as overview the current iterations of your PPPM professional development plan and current resume.

As described below, use the links in our Canvas Course Modules and on the [PPPM Internship and Job Resources webpage](#) to craft your documents. The documents have been extremely helpful to students and alumni when planning their course schedules and applying for internships, fellowships, and jobs. We can also think together about internships or ideas about which you are curious, explore questions you have about the course, or any number of other topics. I really look forward to connecting!

**For your 1:1, please bring:**

- Your Professional Development Plan
- Your current resume
- Questions you have about internships, career planning, professional development

*Assignments 2: Professional Development Plan (15%)*

Bring a draft of your Professional Development Plan (PDP) to your 1-on-1 meeting with Julie. Submit your professional development plan via Canvas with any updates by the end of Week 8.

Your Professional Development Plan will assist you in talking with your academic, career, and internship faculty and advisors regarding course selections, fellowships, internships, and job opportunities.

Going through the process of completing this plan has been very helpful to students in refining their career and life goals and as they look for future classes, research, and job opportunities to build skills to toward the next stage of their professional life.

Access the Professional Development Plan outline via the PDF and DOC versions available at the bottom of the [PPPM Internship and Job Resources page](#).

*Assignment 3: Student Presentation I (20%)*

Prepare a 4-5 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. You will make your presentation in week 5.

*Assignment 4: Student Presentation II (20%)*

You will prepare a second 4-5 minute presentation on a more data-focused topic to present in class in week 8. 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. You will make your second presentation in week 7.

*Assignment 5: Revised Resume (10%)*

**Use the PPPM Resume Template** on [the PPPM Internship and Job Resources page](#) (go to the middle of the page) to update your resume. This resume version has been extremely helpful to students and alumni when applying for internships, fellowships, and jobs. Submit an updated copy of your updated resume via Canvas by the end of week 8.

Submission of the resume in the PPPM Resume Template format will be reviewed and graded on a complete/incomplete basis. Either the resume is updated and submitted in the PPPM Resume Template format or it isn't.

If you would like more specific feedback, guidance, and direction regarding your resume (we highly recommend it!) you must request it directly from Julie. You can indicate this request via a note/comment with your Revised Resume submission. Julie encourages everyone to request detailed resume feedback and guidance but does not require it. You will want to have the most polished and professional resume possible to make you a highly competitive candidate when applying to internships, fellowships, and jobs.



## Academic Integrity

adapted from the Sentient Syllabus Project, Version 4 (02.23.2023), UO policy, IPRE guidance (09.13.2023), dialogue with Jessica Matthiesen, PPPM Undergraduate Director (09.13.2023) – and use of ChatGPT to condense the second paragraph of this section! 😊

The [University Student Conduct Code](#) defines academic misconduct as including unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO and is reported to the Office of Student Conduct & Community Standards—consequences can include failure of the course.

Academic integrity is the bedrock of our scholarly community, emphasizing truth, personal integrity, and adherence to shared values. When submitting work, you are asserting the accuracy of facts, proper attribution of sources, and compliance with assignment requirements. Violating these principles constitutes academic misconduct.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial. Engaging with and learning from peers and faculty, books and journal articles, AI-generated text, or related materials and tools is not plagiarism, but it requires transparency. Attribution is crucial, as source materials should be appropriately cited. Evidence is showing that AI, just like humans, can invent sources. Fact-checking, evidence, and citation are essential to prevent academic misconduct, no matter the source material. Verification of facts and sources is your responsibility, regardless of whether the error originates from you, a scholarly publication, or AI.

In this class, many of the activities and assignments are highly personalized. Whether reflecting on your professional experience and career goals, creating a resume, or dreaming big about your future, this work is inherently personal. Generative artificial intelligence (AI) such as ChatGP or online or printed resources can’t tell you what you learned and how an idea or concept connects to you and your life. You may choose to use AI or related tools and resources for prompting your reflection (e.g. asking yourself questions or organizing your thoughts) but your work should be based in your own experiences, ideas, and connections. For example, using online, print, and computer-generated tools and resources to create application materials can potentially support how you think about presenting yourself to an employer. These same sources and tools are unlikely to speak about your skills, experience, and attributes in the clear, honest, and personal ways that you can.

### Bottom line:

- You are the best expert on yourself. Can someone or something else better represent you than you?
- Don’t cheat.
- Attribute your sources -- whether with other students in this course or by using or applying information from another source (AI, a reporter, a book author, etc.)

When you ignore the above guidelines, you put yourself, the instructors, and potentially others in uncomfortable positions. Getting caught has serious consequences for your career as a student.

If you feel undue pressure from the workload in this class, please come talk to us. And if at any point in the term you are unsure about whether a behavior aligns with academic integrity in our

course, please contact us. We welcome your questions about what academic integrity looks like in our class.

### ***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, a stable place or live, or affordable food choices. 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: [counseling.uoregon.edu](https://counseling.uoregon.edu) or call 541-346-3227 (includes after-hours support and crisis line).**

As your faculty members, if we infer you may need 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 of concern, 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
- UO Basic Needs Resource Guide, <https://blogs.uoregon.edu/basicneeds>

### ***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 based on 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. Note: As faculty, we are student-directed employees and mandatory reporters of child abuse. For information about our reporting obligations, see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website and at [Mandatory Reporting of Child Abuse and Neglect](#).

Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](https://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://investigations.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](https://safe.uoregon.edu) or the University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students. You may also contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216) for help.

### ***Academic Disruption***

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. If the instructors of this course have to quarantine or isolate, this course may be taught online during that time.

### ***Incomplete Policy***

A grade of "**I**" (**Incomplete**) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- Has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- Has been active in the course;
- Is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- Is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- Requests an Incomplete by 5pm the last day of finals week for the term.

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete. Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the "I" mark. Requests for an incomplete mark are initiated by the student and will require a formal agreement to be created with the instructor. Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgment the criteria stated above are not met. Learn more about the process: <https://senate.uoregon.edu/senate-motions/us2122-22-revised-incomplete-policy>.

## Schedule

WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES
1	TU	September 26	8:00 am – 9:50 am	Bob	442 McKenzie	Microsoft Excel I	<i>Complete CliftonStrengths</i>
	TH	September 28	8:00 am – 9:50 am	Julie	125 LLCN	Professionalism, the Workplace, and Worthwhile Work	<b>Due:</b> Pre-class survey + Week 1 Readings & Tasks  <b>Bring:</b> Blank Professional Development Plan + Laptop/Tablet/other + writing tools
2	TU	October 3	8:00 am – 9:50 am	Bob	442 McKenzie	CliftonStrengths	<b>Book</b> your 1:1 with Julie <b>Due:</b> Getting to Know You discussion post
	TH	October 5	8:00 am – 9:50 am	Julie	125 LLCN	Your Career Narrative	<b>Bring:</b> Blank Professional Development Plan + Laptop/Tablet/other + writing tools
3	TU	October 10	8:00 am – 9:50 am	Bob	442 McKenzie	Microsoft Excel II with graphing	
	TH	October 12	8:00 am – 9:50 am	Julie	125 LLCN	Seeking Internship, Fellowships & Jobs	<b>Bring:</b> Blank Professional Development Plan + Laptop/Tablet/other + writing tools
4	TU	October 17	8:00 am – 9:50 am	Bob	442 McKenzie	Effective Presentations	Make sure you book your 1:1 meeting with Julie

WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES
	TH	October 19	8:00 am – 9:50 am	Julie	125 LLCN	Professional Documents and Communications	<b>Bring:</b> Current Resume + Laptop/Tablet/other + writing tools
5	TU	October 24	8:00 am – 9:50 am	Bob	442 McKenzie	Presentation I	Student presentations in class
	TH	October 26	8:00 am – 9:50 am	Julie	125 LLCN	Intro to Networking & Internship Panel	<b>Bring:</b> Questions about Networking and Internship
6	TU	October 31	8:00 am – 9:50 am	Bob	442 McKenzie	Microsoft Word	
	TH	November 2	8:00 am – 9:50 am	Julie & Bob	Zoom	Who's in the Room? <b>Event:</b> PPPM Networking Virtual Coffee	<b>Class via Zoom</b> – see link on Canvas
7	TU	November 7	8:00 am – 9:50 am	Bob	442 McKenzie	Presentation II	Student presentations in class
	TH	November 9	8:00 am – 9:50 am	Julie	125 LLCN	Interviewing and Informational Interviewing	<b>Due:</b> If you haven't already, book your 1:1 with Julie.
8	TU	November 14	8:00 am – 9:50 am	Bob	442 McKenzie	Microsoft Word II / PowerPoint	

WEEK	DAY	DATE	TIME	INSTRUCTOR	LOCATION	TOPIC	NOTES / ASSIGNMENTS / OUTSIDE CLASS ACTIVITIES
	TH	November 16	8:00 am – 9:50 am	Julie	125 LLCN	Bringing it All Together Employer/Alumni Panel	<p><b>Bring:</b> Questions for the panelists</p> <p><b>Due:</b> Final Professional Development Plan</p> <p><b>Due:</b> Final Revised Resume in the PPPM template</p> <p>Both by 5pm Friday, Nov. 17. Submit in Canvas.</p>