Northeastern University
College of Engineering

ENCP6000: CAREER MANAGEMENT FOR ENGINEERS

Table of Contents

Course Policies for ENCP6000: Career Management for Engineers

1. Welcome to ENCP6000, Career Management for Engineers. During the upcoming term, we believe you will find our work in the course to be interesting, educational, and rewarding. We will meet in accordance with the course schedule (see following pages). Below are the instructors for this course.

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Laura Meyer	l.meyer@northeastern.edu	Boston
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Kelsey Kaul	k.kaul@northeastern.edu	Seattle
Drew Ochengco	a.ochengco@northeastern.edu	San Jose

When contacting your professor or any of the co-op faculty, use your @northeastern.edu email account and **include your NUID and phone number. Email from other accounts will be disregarded.

2. In this course you will learn the mechanics of applying for a co-op opportunity at Northeastern as well as critical skills and knowledge to find a position after graduation and to think strategically about your future career. We hope that you will be able to perform a self-assessment in order to maximize the time, opportunities, and resources available at Northeastern so that you can plan and achieve your goals both in class in and after graduation. After completing this course, you should be able to:

- Explain and justify the value of cooperative education for you
- Create your own career goals and identify the experiences that you want to have during your cooperative learning experience to further those goals while identifying and evaluating various motivators that drive your decisions
- Articulate your own skills and abilities for a variety of audiences and identify areas for development
- Apply appropriate skills and knowledge to find and obtain a co-op
- Identify standards of ethical behavior
- Plan and be able to document how you will integrate new skills and knowledge learned during co-op in your academic program and articulate your experiences through reflection

3. Professionalism: For Fall 2020, ENCP6000 will be taught online. We may employ various modes for the lessons in this course. Some classes will be specifically scheduled (synchronous) while others will consist of watching a recorded lesson and completing required discussion boards (DB) (asynchronous). For online classes, you are expected to attend (and have your video turned

on) for each live lesson.

As this course is preparing you for your co-op and your professional career, employers expect their employees to exhibit professionalism at all times. Thus, for this course it means timeliness and communication. When at work, you are expected to notify your employer of any absences in advance; so too, you need to coordinate absences with your instructor. Any class missed, for whatever reason, must be made up.

> **Making up a Missed Class:** To make up a class you will need to write a one-page professional explanation explaining why you missed the class accompanied by a 3-5 minute video summary of your interpretation and thoughts of the pre-recorded lesson (found on Canvas). You must turn in your one-page explanation and video summary via Canvas prior to the next class. When you return from an absence, you will be expected to find out what you missed and get back into the rhythm of the class. You are responsible for all assignments and material covered in class
>
> When recording your video summary, be mindful of professional attire, audio, time requirements, and background/potential distractions.

Professionalism Status	Action	Points
Present & attentive in class for the **full duration**	None required; you attended class	5
Missed class	Attend another virtual class that is held the same week by another instructor (permission needed from instructors; confirm virtual attendance with professor at the end of the class)	5
Missed class *Counts as a missed class	Write a one-page professional explanation & video summary	Max 5 points

Failure to submit even a single "Professional Explanation & Video Summary" for any class missed during the semester will result in a grade of "Incomplete" for the course.
*** Missing more than **two virtual** classes will result in a grade of "Incomplete" for the course.*

4. Grade Plan: The Career Management for Engineers course is a graded course. Your final grade will be based upon the percentage of total points that you earn for assignments and participation. For each assignment in the course, a maximum point value is assigned. See the table below and the course study guide for the value of each assignment. The point value is then converted into a letter grade, A, A-, B+, B, B- or F. Assignments are graded based on content, writing/presentation, effort, and following instructions. If you receive an F on an assignment, in most cases you will still receive partial credit points based on the quality of your work. Late submissions are not permitted and you will receive a grade of 0 (zero) for that assignment. Final course grades of an F will mean you will have to either retake the course another semester or you will not be allowed to go on co-op. As one of the requirements for eligibility to go on co-op, you MUST pass ENCP 6000 with a B- or higher.

5. All work submitted (quizzes, assignments, and missed class summaries) must comply with the university's Academic Integrity Policy. Students who submit work that is taken from other sources (other students, on-line resources, templates, published works, etc.) without proper documentation and is not their own work will receive a <u>final grade of zero (0)</u> on the assignment and be reported to

the Office of Student Conduct and Conflict Resolution (OSCCR). Northeastern's policy on academic integrity is below:

Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards. Lack of compliance with this policy with eliminate you from any experiential learning opportunity which includes an Internship and/or Co-op.

The following is a broad overview, but not an all-encompassing definition, of what constitutes a violation of academic integrity.

Cheating: The University defines cheating as using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on his or her mastery of the subject.

Examples include, but are not limited to:
- Unauthorized use of aids such as but not limited to notes, text, the Internet, cell phones, etc. to complete an academic assignment.
- Copying from another student's academic work.
- Unauthorized communication during an examination. Handing in the same paper for more than one course without explicit permission from the instructor(s). Intentionally viewing a test before it is administered. Storing notes in a portable electronic device for use during an examination.

Fabrication: The University defines fabrication as falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples include, but are not limited to:
- Inventing data, facts, or sources for an academic assignment. Altering the results of a lab experiment or survey. Citing a source in a bibliography that was not used. Stating an opinion as a scientifically proven fact.

Plagiarism: The University defines plagiarism as using as one's own the words, ideas, data, code, or other original academic material of another without providing proper citation or attribution. Plagiarism can apply to any assignment, either final or drafted copies, and it can occur either accidentally or deliberately. Claiming that one has "forgotten" to document ideas or material taken from another source does not exempt one from plagiarizing.

The following sources require citation:
- Word-for-word quotations from a source, including another student's work.
- Paraphrasing (using the ideas of others in your own words).
- Unusual or controversial facts not widely recognized.
- Audio, video, digital, or live exchanges of ideas, dialogue, or information.
- Students unclear as to whether or not a source requires citation should speak with their professor or consult the Writing Center. For an online appointment visit: https://cssh.northeastern.edu/writingcenter/tutoring/online-appointments/.

Unauthorized Collaboration: The University defines unauthorized collaboration as

instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, any analysis, interpretation, or reporting of data required by an assignment must be each individual's independent work unless the instructor has explicitly granted permission for group work.

Examples include, but are not limited to:

- Submitting work that closely matches that of another student, even when the work is to be original to the student handing in the assignment.
- Sharing a take-home examination, case write-up, lab report, or any other assignment with a peer without express permission from the instructor.

Facilitating Academic Dishonesty: The University defines facilitating academic dishonesty as intentionally or knowingly helping or contributing to the violation of any provision of this policy.

Examples include, but are not limited to:

- Doing academic work for another student. Making available previously used academic work for another individual who intends to resubmit the work for credit.

The obligation to Uphold Academic Integrity: All members of the Northeastern University community have a role in upholding the Academic Integrity Policy. Any member of the community who witnesses a violation of this policy should report it to the appropriate faculty member or the Office of Student Conduct & Conflict Resolution (OSCCR). All instructors are required to refer to Northeastern's Academic Integrity Policy in their course syllabi.

6. Always remember to wait for a Turnitin receipt after submitting any work to Canvas. That is your proof of submission.

7. What you get out of this course and how beneficial it is to you will be largely dependent on what you put into it, regardless of whether you get a co-op position or not.

8. Recording of Lessons: This course, or parts of this course, may be recorded for educational purposes. These recordings will be made available only to students enrolled in the course, instructor of record, and any teaching assistants assigned to the course.

The university has put into place a robust plan to make the campus healthy and safe for all --- but you must do your part. On August 22, all students received an [email](#) from Senior Vice Chancellor for Student Affairs Madeleine Estabrook on the expectations for behavior both on campus and off campus. ***Please read it carefully today.***

To summarize:

1. *Gatherings on or off campus must conform to healthy practices as outlined by university and [Massachusetts state guidance](#). If you host or attend an inappropriate party or gathering, you run the very real risk of immediate removal from the community.*
2. *Wear a mask indoors and outdoors as you maintain a 6-foot distance from everyone.*
3. *Get tested every three days using the COVID-19 Test Scheduler ([Covid19-testing.northeastern.edu.](#)) We may require more frequent testing as the semester progresses. It's quick, easy and will help us to quickly identify and care for anyone who tests positive. I will not be told the identity of anyone who tests positive, and you do not need to share that information with me or anyone else unless you want to. If you receive a positive test result, you will be contacted by a member of the university's telehealth team who will provide you with next steps.*
4. *Do a Daily Wellness Check ([wellness-check.northeastern.edu](#)), wash your hands well and regularly, and disinfect high-touch surfaces and spaces.*
5. *Staying safe is a responsibility that we all must take seriously. Keep in mind the "Protect the Pack" theme. Remember that our individual actions will help everyone stay safe this fall.*

University Resources

Diversity and Inclusion

Northeastern University and the and the Office of Institutional Diversity and Inclusion (OIDI) is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

Office for University Equity and Compliance - Title IX Policy and Resources

Northeastern University is committed to providing a living, learning, and work environment that is safe and free from discrimination and harassment. The Office for University Equity and Compliance (OUEC), lead efforts to maintain the University's compliance with all federal, state, and local laws pertaining to anti-discrimination, the Americans with Disabilities Act, and Title IX; and is responsible for investigating and resolving all complaints of discrimination, harassment, and retaliation at Northeastern. Anyone who experiences or is aware of discriminatory conduct, including the Prohibited Offenses of Sexual Assault, Sexual Harassment, Gender-based Harassment, Sexual Exploitation, Domestic Violence, Intimate Partner Violence, Dating Violence, Stalking and Retaliation is urged to report the matter immediately to the OUEC for appropriate response (https://www.northeastern.edu/ouec/definitions/). The University's policies strictly prohibit retaliation against an individual for reporting perceived discrimination or participating in a resulting investigation.

> **Please contact the OUEC on campus in Richards Hall 125; by phone +1.617.373.4644; or by email at titleix@northeastern.edu**. You may also contact OUEC through the Northeastern University Police Department (NUPD) by phone: for an Emergency +1.617.373.3333; for Non-Emergency +1.617.373.2121
>
> *Reporting to NUPD does NOT commit the victim/affected party to future legal action.
>
> *Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all reports of and information about alleged Prohibited Offenses to the Office for University Equity and Compliance.
>
> *Employees within University Health and Counseling (UHCS) and Center for Spirituality, Dialogue, and Service (CSDS) are not required to report allegations of Prohibited Offenses to the Office for University Equity and Compliance.

University Health and Counseling Services – Mental and Physical Health Resources

Northeastern University recognizes that you may experience a range of stressful issues and events that can cause barriers to your learning, academic, and co-op success as well as your ability to participate in daily activities. These issues can range from strained personal relationships, increased anxiety, alcohol and/or drug problems, feeling down, difficulty concentrating, and/or lack of motivation. University Health and Counseling Services (UHCS) is the office that offers support, information, and response to Mental and Medical Health concerns. Services include:

- Same day routine and urgent [medical visits](#)
- Walk-in [mental health assessment and treatment](#)
- [24/7 mental health support](#)
- Follow-up visits as needed for medical and mental health concerns
- [Referral](#) to clinical care resources in the community
- [Immunization compliance](#)
- [Medical leave of absence](#)
- [Northeastern University Student Health Plan (NUSHP)](#)

For general questions, please contact UHCS on campus in 70 Forsyth Street, Forsyth Building, Suite 135; by phone at +1.617.373.2772; or by email at UHCS@northeastern.edu.

For questions about the Northeastern University Student Health Plan (NUSHP), please contact NUSHP by phone at +1.617.373.8007; or by email at NUSHP@northeastern.edu.

For Mental Health support twenty-four hours a day, seven days a week, please contact Find@Northeastern by phone at +1.877.233.9477 (US) or +1.781.457.7777 (International) to speak with a trained counselor who will listen, offer guidance, and help you set a place.

Center for Spirituality, Dialogue, and Service – Spiritual Needs Resources

Northeastern University recognizes the spiritual needs of its community, whether as groups or individuals. The Center for Spirituality, Dialogue, and Service (CSDS) is the office that attends to the spiritual needs of the community and builds partnerships across campus and the larger global community through programming, events, and spiritual advisors across faiths.

Please contact the CSDS on campus in 203 Ell Hall; by phone +1.617.373.2728; or by email at csds@northeastern.edu.

Disability Resource Center – Differently Abled Resources

Northeastern University recognizes the inherent value and diversity of all learners and is committed to ensuring that those learners who are differently abled have equal access to the academic experience. The Disability Resource Center (DRC) is the office that collaborates with students who are differently abled to provide and/or advocate for reasonable accommodations.

Please contact the DRC on campus in 20 Dodge Hall; by phone at +1.617.373.2675; or by email at DRC@northeastern.edu.

If you are, or think you may be, differently able in any areas such attention, chronic health, sensory, physical, learning, mental health, or neurodiversity, please contact the DRC as noted above.

If you are experiencing a short-term change in your abilities, such as a broken arm, you should reach out to your instructor directly to minimize learning barriers. In the event where additional assistance is needed, please contact the DRC as noted above.

If you are registered with the DRC and have questions or concerns about accommodations for this course, please contact the DRC as noted above.

ENCP6000 Assignments and Point Values

Assignment	Points
Professionalism Score	60
Discussion Board	60
Positioning Statement	15
Policy Quiz	5
Get Informed Module	10
Career Goals	15
LinkedIn Profile	20
Big Interview	25
Professional Writing	25
Resume	25
Ethics Project	50
Course Point Total	310

Grade Scale	Model
A ≥ 294	**Professionalism - 20%**
A- ≥ 275	**Discussion Board – 20%**
B+ ≥ 256	**Assignments – 60%**
B ≥ 237	
B- ≥ 218	
F ≤ 217	

NOTES:
- **Failure to attend at least TWO Speaker Series Sessions will result in -10 points (-5 per session)**
  -Speaker Series Sessions dates and locations will be advertised in class.

COURSE LESSON SEQUENCE AND ASSIGNMENTS

Fall 2020 Online

Wednesdays at 8:30-10:05 a.m. EST

Date	Lesson	TITLE	Assignment Due & Discussion Boards (DB)
			See Syllabus/Canvas for Due Dates
9/16	1	Mindset, GRIT, and Mindful Learning	DB 1
9/23	2	Introduction: Policies and Procedures Career Goals/Positioning Statements	Get Informed Module DB 2
9/30	3	Resumes	Positioning Statement Video Policies Quiz DB 3
10/7	4	Career Fair and Networking	DB 4
10/14	5	Engineering Ethics	DB 5
		Career Fair Preparation – No Class	
10/28	6	Job Search LinkedIn	Career Goals Story Line DB 6
11/4	7	Interviewing/Mock Interviews	LinkedIn DB 7
11/11	8	Professional Writing	Big Interview DB 8
11/18	9	Professional Behavior /On the Job Behavior	Writing Assignment: Cover Letter, Email and LinkedIn email DB 9
		Thanksgiving Break – No Class	
12/2	10	Diversity	Resume DB 10
12/9	11	Learning Outcomes, Reflections, Course Summary, and Presentations	Ethics Presentations DB 11
12/16	12	Presentations and Course Summary	TBD DB 12

*Personal Discussion Boards Submissions will be due each week on Fridays at 10:00 p.m. EST. In addition, your <u>two</u> required responses to peers' posts, are due on Sundays at 10:00 p.m. EST.
* When responding to your peers, you must have thoughtful contributions to the statements they have made; not simple one or two word responses. The goal of discussion boards is to create conversation and thought-provoking concepts. Remember to be courteous and respectful; you do not have to agree with others' statements, but you must be civil and respectful in corresponding with one another virtually.

Speaker Series

The MGEN co-op team has partnered with employers to offer you direct connection and insight into industry. As an institution that values experiential learning, the speaker series is an opportunity to not only learn from these professionals, but also expand your professional network. Topics for the speaker series will vary each semester.

Employer partners are volunteering their time to share insight, advice, and knowledge; therefore, it is imperative students take these sessions seriously. Thoughtful questions and professional discussions are expected during each speaker session.

Attendance and active participation for the speaker series is included in your ENCP6000 grade. Failure to attend at least TWO Speaker Series Sessions will result in -10 points (-5 per session).

Speaker Series Sessions dates and locations will be advertised in class.

NOTE:
- **Failure to attend at least TWO Speaker Series Sessions will result in -10 points (-5 per session)**
- **Speaker Series Sessions dates and locations will be advertised in class.**

2020-2021 Co-op Basics You Should Know

- Your co-op must align with the academic calendar at 4, 6, or 8 months in length
- You can participate in co-op during Spring, Spring-Summer, Summer I & II, Summer-Fall, or Fall semesters. Co-op does not extend from Fall-Spring semesters.
- Full-time work is considered to be 35-40 hours per week.
- You must pass ENCP6000, have a GPA of 3.2 or higher, and have passed 16 semester hours in order to be eligible for a co-op.
- You are permitted to go on **ONE** co-op during your program of study.
- You must return to campus after your co-op to complete your program as your co-op cannot be in your last semester.
- Co-ops are neither required nor guaranteed.

Please also review the COE Graduate Co-op Eligibility & Requirements:
https://coe.northeastern.edu/academics-experiential-learning/co-op-experiential-learning/co-op/graduate-co-op/graduate-co-op-eligibility-and-requirements/

OGS's website for details on F1 Curricular Practical Training (CPT) eligibility requirements :
https://international.northeastern.edu/ogs/employment/curricular-practical-training-cpt-f1/

Spring 2021 Jan 11-May 1 *(Dec 22 – May 7)*	Summer 2021 May 10-Sep 3 *(May 4 – Sep 7)*	Fall 2021 July 6 – Dec 17 *(Jul 6– Jan 9)*

Graduate Engineering Co-op Placement Calendar

*Earliest start - Latest end date
 **If a co-op begins in the Spring semester (January), co-op may end any time before the start of Fall semester.
 **Additionally, for a co-op that ENDS in the Fall (December), you may start anytime in the Summer.
 **If you are doing a Summer ONLY co-op, it must be for the entire 4-month length.

Lesson 1 – Mindset, GRIT, & Motivation

Learning Objectives:

- Distinguish between a growth and fixed mindset
- Understand the relationship between a growth mindset and your approach to success, failure and effort
- Understand GRIT and the role effort plays in GRIT
- Determine the types of motivation and which motivates you

Before Class:
1. Read the Announcements on Canvas and complete all tasks listed under:

Preparation BEFORE Your First Class (videos, Resumes).
1. Read and download the Syllabus (on Canvas→Syllabus).
2. Read Graduate School of Engineering Cooperative Education Program Eligibility Requirements and Guidelines.http://www.coe.neu.edu/graduate-co-op/graduate-co-op-eligibility-and-requirements
3. Complete the assignment.
4. Write your post for DB 1 (**always due Fridays at 10:00 p.m. EST**).
5. Comment on two peers' discussion board posts (**always due Sundays at 10:00 p.m. EST**).
6. Make sure you have downloaded and/or printed the Mindset Quiz.

Homework (see Canvas for due dates and times):
1. Complete the Get Informed Module

Lesson 2- Policies & Procedures, Co-op, Career Goals & Positioning Statements

Learning Objectives:

1. Learn what cooperative education is
2. Understand course policies and requirements
3. Learn co-op rules and eligibility requirements
4. Work on developing short and long term career goals
5. Create your Positioning Statement

Before Class:
1. Write your post for DB 2.
2. Comment on two peers' discussion board posts.
3. Complete the Get Informed Module.

Homework (see Canvas for due dates/times):
1. To prepare for Quiz #1:
    a. Read and be able to explain the university academic integrity policy
       http://www.northeastern.edu/osccr/academic-integrity-policy/
    b. Review the Course Policies (in syllabus).
    c. Review Co-op Eligibility Requirements
2. Complete the Canvas Policies Quiz.
3. Submit your Positioning Statement video on Canvas

Lesson 3 – Resumes

Learning Objectives:
1. Write your resume

Before Class:

1. Write your post for DB 3.
2. Comment on two peers' discussion board posts.
3. Read the Employer Engagement and Career Design webpage on resumes:
    a. https://careers.northeastern.edu/article/resumes/
    b. https://careers.northeastern.edu/app/uploads/2018/11/Resume-Guide-6.15.2018.pdf

Homework (refer to the Syllabus and Canvas for due dates/times):

Lesson 4 – Networking and Career Fair Prep

Learning Objectives:
1. Discuss and explore the various ways to network
2. Understand the most effective way to network and how to execute it properly
3. Be Prepared for the Career Fair
4. Construct a plan to maximize your results at the Career Fair

Before Class:
1. Watch: "Graduate student resumes: highlighting an academic project" video
   https://www.youtube.com/watch?v=06sSWmWG3TM
2. Write your post for DB 4.
3. Comment on two peers' discussion board posts.

Homework (refer to the Syllabus and Canvas for due dates/times):
1. Prepare for class in two weeks by downloading (and printing if you wish) and reading the ENCP6000 Ethical Case Studies found on Canvas→ Lesson 5 Module→ Ethics Cases for In-class Discussion and bring the group number to which you have been assigned. You will be doing an in-class project!

Lesson 5 – Engineering Ethics

Learning Objectives:
1. Become familiar with the key tenants of the National Society of Professional Engineers (NSPE) Code of Ethics.
2. Be able to explain ethical expectations in the US workplace.
3. Analyze and evaluate a situation in terms of ethical considerations.
4. Articulate the importance of ethical behavior in engineering.

Before Class:
1. Read the Engineering Code of Ethics found on Canvas under Course Material/Engineering Ethics.
2. Write your post for DB 5.
3. Comment on two peers' discussion board posts.
4. Also, download (and print if you choose) and read the ENCP6000 Ethical Case Studies for Discussion found on Canvas→Course Material→Engineering Ethics→ENCP6000 Ethics Cases. We will be working with these cases in class.

Homework (refer to the Syllabus and Canvas for due dates/times):
1. Submit your Career Goals Story Line to Canvas.
2. Begin preparing for your capstone project on an ethical dilemma in engineering. Instructions are below.

Lesson 6 – Job Searching Tools and Methods & LinkedIn Profiles

Learning Objectives:
1. Explain utilization of Northeastern's job search platform to search, apply for jobs, & upload documents
2. Conduct an effective job search using career fairs, online tools, networks, and career design
3. Learn where, why, and how to apply for jobs
4. Create a LinkedIn profile that conforms to professional standards
5. Explain how you can use LinkedIn features (groups, connections, job postings) to further your career
6. Compose messages for various types of professionals

Before Class:
1. Complete your assignment (Career Goals Story Line)
2. Write your post for DB 6.
3. Comment on two peers' discussion board posts.

Homework (refer to the Syllabus and Canvas for due dates/times):
1. Complete and submit your LinkedIn Profile on Canvas.

Lesson 7 – Interviewing

Learning Objectives:
1. Identify the different types of interviews and articulate their purposes and differences.
2. Prepare for and carry out an interview in accordance with professional standards.

Before Class:
1. Complete your assignment (LinkedIn Profile)
2. Write your post for DB 7.
3. Comment on two peers' discussion board posts.
4. Read the following: http://media.myjobhelper.com/img/what-to-wear-to-your-job-interview.jpg?_ga=1.60356589.1771096765.1483573911
5. Read How To: Dress For Interview Success at http://www.resolution-tech.com/interview-dress/

Homework (refer to the Syllabus and Canvas for due dates/times):

1. Complete and submit your Big Interview Assignment

Lesson 8 – Professional Writing

Learning Objectives:
1. Be familiar with the different types of professional writing within the job search process
2. Review templates and examples of professional writing
3. Be able to write professionally with confidence

Before Class:
1. Complete your assignment (Big Interview).
2. Write your post for DB 8.
3. Comment on two peers' discussion board posts.

Homework (refer to the Syllabus and Canvas for due dates/times):
1. Find a job posting that interests you and write a **cover letter** for that job.
2. Submit the job posting **AND** cover letter on Canvas. Make sure you receive confirmation from Canvas that it was successfully submitted. In the Assignments section of the syllabus are directions for this assignment and a sample job posting and a sample cover letter for you to use as a guide.
3. Respond to a recruiter via an email.
4. Write an email via LinkedIn

Lesson 9 – Professional Behavior/On the Job Behavior

Learning Objectives:
1. Understand and demonstrate the professional behavior expected by MGEN and the COE
2. Explain and exhibit the professional behavior expected in the US workplace
3. Feel confident in your own ability to make decisions and take actions

Before Class:
1. Complete the assignment (Professional Writing).
2. Write your post for DB 9.
3. Comment on two peers' discussion board posts.
4. Watch the video https://youtu.be/14bCsM16bYo

Homework (refer to the Syllabus and Canvas for due dates/times):
1. Revise on your resume and submit it on Canvas.
2. You should be working on your Ethics Presentations due in two weeks!

Lesson 10 – Diversity in the Workplace

Learning Objectives:
3. Learn about the diverse forms of identity and how they can be encountered in the workplace
4. Identify ways to achieve career goals through one's identity
5. Review of Title IX policies and rights
6. Be able to respond professionally to potentially reportable workplace situations

Before Class:
1. Complete the assignment (Resume).
2. Write your post for DB 10.
3. Comment on two peers' discussion board posts.

Homework:
1. Complete and turn in your Ethics Projects to Canvas.
   *Each team member must submit the final copy of your presentation.

Lesson 11 & 12 – Learning Outcomes, Reflections, Course Summary, and Presentations

Learning Objectives:
1. Learn how outcomes specify what you will know or be able to do as a result of a learning activity
2. Describe what you're expected to know and be able to do; relate to your skills, knowledge, and behaviors you'll acquire
3. Understand what Reflections are in relation to your co-op experience

Before Class:
1. Submit your Ethics Presentation in Canvas.
2. Write your post for DB 11.
3. Comment on two peers' discussion board posts.

During Class:
1. Presentations

Assignments

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POSITIONING STATEMENT
Due: **Tuesday, 9/29 at 9:00 p.m. EST**

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A positioning statement is a personal statement about you. It should include what is special about you so that you can capture the interest of the person you are addressing. Think about the following:
- What are some strengths of yours?
- What are some accomplishments you have made?
- How do your strengths, experience, background and accomplishments contribute to your career direction?
- Why do you think what you learned will help you succeed at your next job or the company you are applying to?

Assignment Instructions:
- Write a positioning statement that describes **YOU** in terms of your experience, expertise, and unique skills and strengths.
- Practice speaking your statement aloud. Time yourself, and make sure you are not speaking for more than 60-90 seconds long. Ask yourself the following:
    - Am I talking too fast?
    - Am I talking for too long?
    - Is my message clear?
    - Do I look nervous? How is my body language?
- Record a video of yourself speaking your positioning statement. Pretend you are talking to a potential employer. While you do not need to wear formal work attire, you should be business casual.
    - Do NOT read or recite the statement verbatim!
    - Look at the camera!
- Submit your video on Canvas. Make sure you receive a digital receipt from Turnitin confirming that it was successfully submitted.

You may or may not choose to use a template like the one below. Be creative!

Positioning Statement Template:
My name is_____and I am a_____. For the past___years, I have been_____. I have strong skills in_____. While I was at_____, I _____ (describe one or 2 strengths and accomplishments.) Finally, would you please provide some _____ (feedback, information, insight, etc.) regarding any positions, jobs, co-ops within your organization.

CAREER GOALS STORY LINE ASSIGNMENT
Due: Tuesday, 10/27 at 9:00 p.m. EST

If you don't know where you want to go, it is hard to get there! To develop your career goals, first think about your ultimate long-term goal. Then think about a well-defined logical path that will help you to achieve that goal. The path should include your short term goals (co-op position and first job after graduation) and your intermediate goals (5-10 years after graduation). Consider how each position prepares you for the next and advances your career goals. Ultimately, your career goals are driven by a wish to achieve purpose – combining that which you love, that which you are good at, that which you can be paid for, and that which the world needs. Remember the diagram from class.

Instructions for the Assignment:
Draw a diagram (or use your computer) showing your career path and include the information below (Section 1 & 2). You must submit your assignment though Canvas (make sure you receive a digital receipt from Turnitin confirming that it was successfully submitted). Make sure you have scaled it appropriately, so all content is visible. Your story board timeline will be assessed on how well you addressed the following components:
- Awareness of industry trends
- Following directions
- Creativity of design (Relevant & Distinguishable)
- For the Heading: ENCP 6000, Section X   Career Goals Story Line   Last Name, First Name

Include:
Section 1: Educational Background & Previous Professional Experience
- Write the university name, program of study, location, and dates of your undergraduate degree
- If you have any professional experience prior to beginning your graduate degree, write the company name, job title, employment dates
- Add technical skills you acquired and your proficiency level (beginner, intermediate, advance)
- Write the name of your current degree program at Northeastern University
- Indicate with dates significant events that impacted where you are today

Section 2: Co-op Position / First Job
- Write your ideal co-op/first job title. What type of company would you like to work for (i.e., describe the products or services the company provides)? Is the company well-established (i.e., Fortune 500, start-up venture, or something in between)?
- Write the skills, knowledge and abilities required to do that job. BE SPECIFIC!!! Consider the type of position you hope to get after graduating from Northeastern.

(Hint: Look at a similar job description on LinkedIn or Indeed.com. What types of skills, knowledge or abilities do you need to acquire to make you a more distinguishable candidate for this position after you graduate from Northeastern?)

Section 3: Intermediate Career Goal: Position 5-10 years into your Professional Career
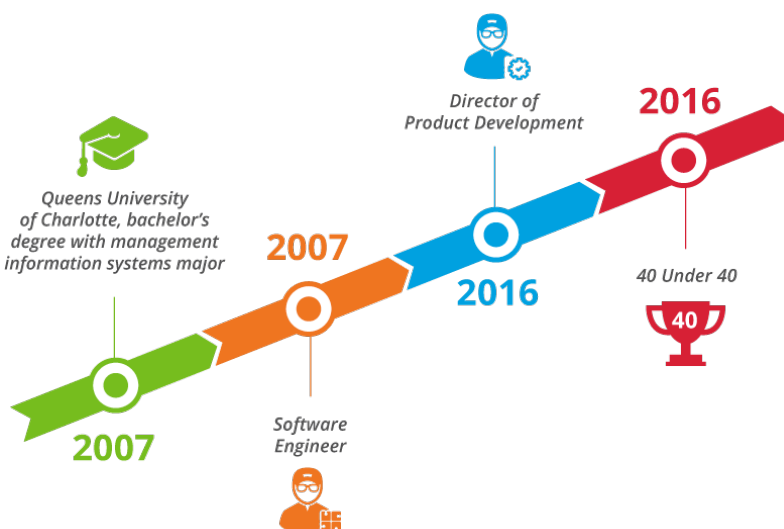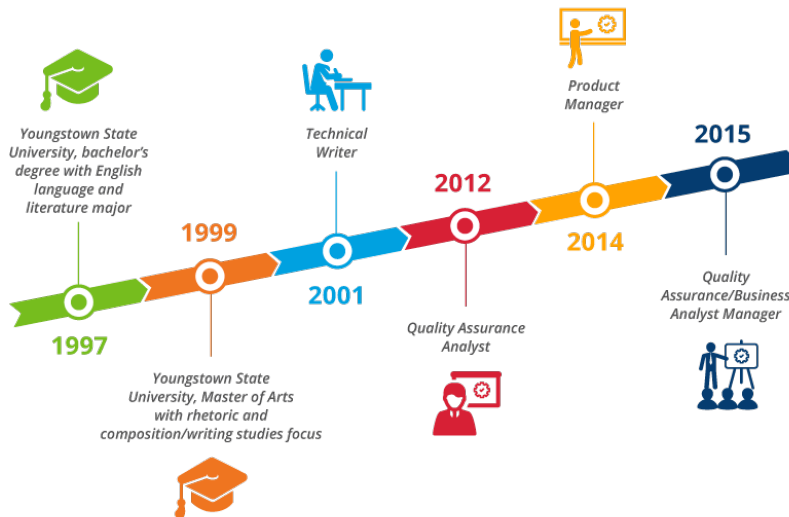- Write what you want your title or role to be? What type of company would you like to work for (i.e., describe the products or services the company provides)? Is the company well-established (i.e., Fortune 500, start-up venture, or something in between)?
- Write the skills, knowledge and abilities required to do that job 5-10 years after graduate school. BE SPECIFIC! These might be more of soft skills or personable attributes if you're looking to be promoted to management.

Section 4: Ultimate Career Goal
- Write your ultimate professional goal (i.e. I would like to create my own software development

business or I would like to become the CIO of a software application company). Include the position/title and the year you'd like it to happen.

● Include the words that would describe the company culture. Is it a service or a product?
● Write where you would like to work (i.e. United States, India, China, Canada, UK, etc.)

HORIZONTAL BLANK TIMELINE TEMPLATE
TIMELINE TITLE:

MY CAREER DEVELOPMENT PLAN

3. Professional/Technical Skills

2. Professional Involvement (Past jobs and internships)

4. Future Aspirations

1. Career Background

5. Goals for Reaching Future Aspirations

Begin Here

Your Future

LINKEDIN PROFILE
Due: **Tuesday, 11/3 9:00 p.m. EST**

Create or update your LinkedIn profile using the guidelines discussed in class. You must include a professional picture, headline, clear career progression, connections, groups and endorsements. You must join at least three technical groups and follow at least three companies, not schools. Everything must be in English with U.S. formatting.

Your LinkedIn Profile will be assessed on the following components:
- Professional picture: High-quality resolution, interview attire, headshot, neutral background (no distractions!)
- Headline: Personalized to student – distinguishable! (not: "MS _student seeking co-op"). **NOTE: You will lose points for "seeking co –op"!**
- Summary: Well-written narrative, no grammatical errors/typos, includes applicable skills/keywords – distinguishable!
- Experience: Well-written accomplishment statements (with action verbs), reverse chronological order, includes company location and project context (if applicable)
- Education: Reverse chronological order, schools and correct degree (Master of Science in_____)
- Groups: Join at least three technical career related groups (Java Developers, Supply Chain Geeks, etc. You should also join Northeastern University Graduate School of Engineering Co-op)
- Companies: Follow at least three companies (not including Northeastern University or any other school)
- Endorsements: You need at least three endorsements. They can be in one skill or 3 skills

When grading the assignment, if we cannot see your picture, you will fail the assignment. Make sure you have your profile set so all can see. Never include personal information such as your home address, birth year, marital status or schooling prior to undergrad. Additionally, if you have characters other than English, you will fail the assignment. Your profile will be viewed and graded after the due date.

You may include a link to your profile on your resume.

BIG INTERVIEW
Due: **Tuesday, 11/10 at 9:00 p.m. EST**

Complete ONE Big Interview Assignment based upon your technical function area of interest. To access Big Interview, follow this link: https://neu.biginterview.com/ or search "Big Interview" in your MyNortheastern portal. Once you've logged in, click on assignments on the top navigation bar. Enter the respective assignment code which can be found below and on the announcement section of Blackboard. Each of the assignments have the same amount of questions and were strategically created based upon the top job areas students pursue. You must answer each question and submit by the scheduled due date and time.

[HOT TIP:] In a real interview situation, answering these questions is what gives you the opportunity to differentiate yourself from others and become the candidate selected for the job offer. How do you win the interview? With Preparation and Practice!

Assignment codes will be shared via Announcements at a later date!

PROFESSIONAL WRITING ASSIGNMENTS
Due: **Tuesday, 11/17 at 9:00 p.m. EST**
Please upload all three of these assignments into Canvas as one file

Assignment 1: Cover Letter
- The purpose of a cover letter is to summarize the person's relevant experience, to express interest in the position, and to demonstrate writing ability.
- You will locate a job to which you want to apply. Then research the company and then create a cover letter for that job. **Note: Both the job description you use and the cover letter must be submitted for this assignment.**

Format
- Follow standard business letter format. The only exception to this is the heading section with your address, which can be a bit more stylized and feature your name if you would like.
- Don't forget your email and phone, the date, the addressee's name, and the addressee's address. Your cover letter header should look like your resume header.
- Use 11 or 12-pt, professional font and block formatting, and stay to one page.
- Write "Enclosure" at the bottom to signify that your resume is included.

The Greeting
- It's important to research who will be reading your letter and address your letter to that person specifically.
- Also, remember to use Ms. instead of Miss. or Mrs., and if you are unsure of the person's gender, just list the first and last name (e.g. "Dear Taylor Benson:").
- Include a colon in your greeting instead of a comma for this formal occasion.

The Body
- Your first paragraph should clearly state the job title you are applying for. Traditional cover letters explain why you are writing and how you found out about the job (e.g. a job ad, a job fair meeting, or the suggestion of someone you both know). The new generation of cover letters often begin by stating a need of the employer's (following up with how you will meet it), promising a benefit to the reader, or referring to a recent piece of relevant news for the field/company.

The Final Paragraph
- Should invite them to interview/contact you and offer a method of reaching you (phone, email…), or tell them you will be calling them by a certain time (usually a week). This is also place to give them any important details about next steps (if you will be in town and available to meet at a certain time, if they should use your home phone instead of work, etc).
- Remember to thank them for considering your application or find another way to end on a note of goodwill. The Closing Include a valediction, and this should probably be formal (e.g. "Sincerely" or "Cordially" rather than "Thanks").

*On the next two pages are a sample job description with a sample cover letter. **Both** the job description and cover letter must be submitted for this assignment. You must copy and paste the entire job description into your Word doc, not the link only.*

TripAdvisor Vacation Rentals Software Engineering Co-op

TripAdvisor, the market leader in travel research, is seeking a talented Software Engineer Co-op for the Vacation Rentals team in its Boston office at North Station.

The Vacation Rentals team, a separate business unit within TripAdvisor, is building the next big product - making it easy for our customers to research and book vacation rental.

As a Software Engineering co-op, your work will encompass the key areas of execution for the Vacation Rentals business including building APIs, micro-services, web UIs, native apps, all on a PCI compliant platform. We move quickly, projects are short (in average 3 days), and you will ship features every day used by millions of people.

TripAdvisor is well known for having an extremely strong engineering organization; you will be working with the best and getting stuff done, in the fastest growing area of an incredibly profitable, growing, fun company.

Qualifications

- Working towards a BS or MS in Computer Science or equivalent
- Be available for co-op January 2017- June 2017
- You have a solid foundation in data structures, OO Design with rock-solid programming skills
- You have some hands-on knowledge of Linux, Java, JavaScript and related open source technologies such as Apache, Tomcat, and MySQL
- You have strong interpersonal skills, analytical skills, combined with intellectual curiosity. A desire and ability to "get things done" are essential requirements
- You want to work in a rapidly changing, collaborative, and iterative product development environment

See the sample Cover Letter below. Use it as a guide for what your Cover Letter needs to include for this assignment.

SACHIN SHAH
123 Street, City, ST 02468
myname@northeastern.edu | 617-123-4567

Your heading should match your resume heading

Hiring Manager
Human Relations Department
TripAdvisor LLC
400 First Ave
Needham, MA 02494

The inside address should include the name, title and business of the company. If you know the name of the recruiter or HR individual, include it here.

Dear Hiring Manager:

Use last name only in the greeting, also called a salutation, or title if name isn't known.

I am writing to express my interest and apply for your job listing for a Software Engineer Co-op, which I found on Northeastern's Co-op network. I am a diligent, self-motivated and analytical computer systems engineering graduate student at Northeastern University. I enjoy being challenged and working on projects that require me to work outside my comfort zone and knowledge set, while continuing to learn new languages and develop techniques that are important to gain more practical experience and add to the success of an organization.

As a computer systems engineer, My technical expertise includes cross-platform proficiency (Windows, Linux), strong foundation in programming languages (including C, C++, C#, Java, and SQL); and advanced knowledge of developer applications, tools, methodologies and best practices (including OOD, web-development using open source technologies like Apache Tomcat, Spring MVC) and engineering big-data systems. I have a strong interest in information technology and business applications. The professional experience as a mainframe developer at Accenture for one year, helped me explore the domain of the use of technology to attain business goals. As a proactive and enthusiastic developer, my tasks included analyzing functional business requirements and managing all facets of product development lifecycle which includes developing of COBOL/DB2 applications using JCLs/PROCs. My active listening skills helped in handling problems and taking improvement advice. I have been repeatedly recognized for developing innovative solutions and have received appreciation for proving credible work which resulted in leading heights of achieving targets.

TripAdvisor is well known for having an extremely strong engineering organization who believes working with the best and valuing perfection. This is what excites me about working at TripAdvisor. I have excellent time management skills that help me to define priorities and implement activities tailored to meet deadlines. I am eager to face the challenges to develop creative and innovative systems solution for TripAdvisor.

I look forward discussing about this opportunity further with you. You can contact me at 61___1234 or shah.s@northeastern.edu. Thank you for your time and consideration.

Sincerely,

Include a closing.

Sachin Shah
ENCLOSURE

The body should contain your purpose, why you are writing, why you are qualified and your contact information

Include a space for your signature before your typed name.

Assignment 2: **How to Ask for an Informational Interview**

Based upon what you learned in Lesson 4 about networking, draft an email to an alumni or current co-op that you know asking for a 20 minute informational interview. The link below is a helpful website to give you some templates that you can use to formulate your email:

https://careers.northeastern.edu/article/informational-interviewing/

Assignment 3: **Respond to the Employer Interview Email Request below**:

Dear [Student],

Thank you for your interest in XYZ Company!

Upon review of your credentials, we would like to set up an initial phone call with you which should take about 10-15 minutes of your time.

I also wanted to confirm that you are still interested in XYZ Company and are authorized to work in the US without additional sponsorship.

I hope this finds you well and I hear from you soon.

All my best-

Jane

RESUME
Due: Tuesday, 12/1 at 9:00 p.m. EST

Write a one page resume that conforms to the professional standards discussed in class. Your resume will be assessed on the following components:

Contact Information: Name, address, phone, and email (must be in U.S. format). You may include a link to your LinkedIn profile, GitHub, etc.

Summary and/or Technical Skills*
Summary: Well-written narrative, no grammatical errors/typos, includes applicable skills/keywords – distinguishable!
Technical Skills: Relevant list of technical skills/expertise

Education: Reverse chronological order, location, schools, correct degree (Master of Science in Information Systems), and relevant awards/honors (if applicable). Nothing prior to college!

Experience: Well-written accomplishment statements (with action verbs), measurable achievements, no grammatical errors/typos, reverse chronological order, includes company location and project context (if applicable) – accomplishments must be recent/relevant/distinguishable!

Format: Your resume will be evaluated on the readability of the document as well as the quality of the writing. Your resume must not contain any grammatical errors/typos. In addition, the document must fit onto one page.

Submit your assignment though Canvas (make sure you receive a Turnitin confirmation from Canvas that it was successfully submitted).

Tips for Including Projects, Case Studies and/or Certificates

An academic project usually lasts an entire term or academic year. Typically these are either self-motivated, part of a graduation requirement, an independent study, or a capstone course. An engineering project could be defined as a collaborative enterprise, involving research or design that is carefully planned to achieve a particular aim. A case study is a documented study of a specific real-life situation or imagined scenario used as a training tool in a course or as part of your education. Students are required to analyze the prescribed cases and present their interpretations or solutions, supported by the line of reasoning and assumptions made. Make sure your academic projects and case studies are relevant, recent and distinguishable.

Ideally, you will have 1-3 bullets in this section that emphasize and show measurable achievement of what you did, not what the project was about. The idea here is to give the person you'll be speaking to enough information to ask a decent question. If there's not enough of the project to warrant talking about it, then skip it. These are the exact same things you should consider when you write up your work experience.

For an example of writing a project, look at the following:
https://www.youtube.com/watch?v=06sSWmWG3TM

Employers don't want to see case studies or any minor homework projects that are so small you can't really talk about them. It only makes you look more generic.

Certifications, Certificates, and Credentials

There is a difference between courses taken and certifications; getting a certificate does not mean you are certified. Professional certification, trade certification, or professional designation, often called simply certification or qualification, is a designation earned by a person to assure qualification to perform a job or task. There is often a standardized examination required.

Certificates are given for completing a course, workshop, doing a good job, or completing a training session. Corporate, or "internal" certifications, are made by a corporation or low-stakes organization for internal purposes. For example, a corporation might require a one-day training course for all sales personnel, after which they receive a certificate. While this certificate has limited portability – to other corporations, for example – it is the most simple to develop. Many universities grant professional certificates as an award for the completion of an educational program. These are all a local type of recognition and are not universally recognized.

In the academic and professional world the use of credentials is common. Examples include diplomas, degrees and certifications, in order to attest to the completion of specific training or education programs that signify the successful completion of tests and exams, and to provide independent validation of an individual's possession of the knowledge, skills, and ability necessary to practice a particular occupation competently. For example: John Doe, PhD, PE. Documentation of academic and professional credentials usually consists of a formal document and the issuing institution or body usually maintains a record of the credential as well. Academic credentials are normally valid for the lifetime of the person to whom they are issued. Professional certifications are normally valid for a limited number of years, based on the pace of change in the certified profession, and require periodic recertification through reexamination, continuing professional development, or meeting other specified criteria to maintain currency.

Employer Engagement and Career Design:

Employer Engagement and Career Design offers lot of great FREE workshops, seminars, as well as one-on-one assistance with resumes, interviews, and job searches. Many are geared specifically for graduate students and/or international students. This is a service open to all NEU students and alumni. Take advantage of it! Visit their site to keep up on the latest happenings and events:
https://careers.northeastern.edu/collections/coe/

ETHICS CASE STUDY CAPSTONE PROJECT
Due: **Tuesday, 12/8 at 9:00 p.m. EST (PowerPoint due date)**

There are ten articles on Canvas which you will use for this assignment. You will find them at Canvas→Course Material→Engineering Ethics→Final Project. Your assignment is to choose an article for your group, get it cleared by your instructor, read the article, and present on the questions below.

- Alexa Spying
- Apple & Samsung Slowing Down Phones
- Did Uber Steal Google's Intellectual Property
- Equifax Breach
- Goodbye Google+
- Google Fined
- Subaru
- Uber Hacks
- Uber Self-Driving Car
- Effect of Cambridge Analytica

Assignment:
Create a 2-4 minute, 10 slide presentation using PowerPoint or an equivalent application that you will present to the class either as a live presentation or as a pre-recorded presentation. You will also upload the final presentation to Canvas. Every member of your group must speak and present.

Time and Slide Length Requirements of your Presentation:
1. The presentation must be 2 - 4 minutes.
     o If presenting live, be sure to rehearse presentations as they will be cut off after 4 minutes – NO EXCEPTIONS.
     o If pre-recording, be sure that presentations is within time limits – audio edits allowed to meet time requirement.

2. The presentation must include 10 slides - no more, no less.

Structure of your Presentation:
Provide the following information for your case:
     Slide 1: Title Slide and Group Members
     Slides 2-9: Content - Use no more than 8; remember you are limited to 2-4 minutes!
               a. Background
               b. Main issue
               c. What is interesting about this case
               d. Ethical significance
               e. Impact – personal/public
               f. Consequences
               g. Was this preventable? Conclusion/relevancy/lesson learned
     Final Slide 10: References in APA format

Formatting your Presentation:
     1. Use bulleted fragments instead of full sentences; avoid text-heavy slides
     2. Be consistent with your font and font size
     3. Check for standardized U.S. English grammar, punctuation, and spelling
     4. Choose appropriate, engaging images
     5. Cite your sources according to U.S. APA citation guidelines; Purdue APA Guide

Online Submission Updates:

    1. This is a professional presentation. Dress accordingly & ensure there is some way to see each group member's presentation attire.

        o Possible creative ideas:

                ▪ Include videos of yourself narrating slides (option on Microsoft PPT)

                ▪ Have pictures of each presenter on the intro slide

                ▪ Photoshop a group picture together

Interview Planning Worksheet

SKILL	Where Acquired	Illustration/Anecdote	How it Might Apply