ENGINEERING 23 – Finding an Industry Internship Seminar Course Syllabus

Undergraduate Internship Program
Engineering Career Development and Preparation

Fall Quarter 2019

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Group Facilitators: Senior Ugrad Mentors
1:25 Ratio
Year, Major
Email

Office Hours: William Herrera: 2 hours/week
Group Facilitators: 2 hours/week

COURSE OVERVIEW:
Finding an Industry Internship Seminar is designed to engage engineering students in the process of formal career development. Students will learn about the various components of an internship/job application and practice preparing relevant materials. Finding an Industry Internship Seminar will also prepare students for career-related social interactions. This course is designed to help engineering students develop the skills and insights to successfully secure future opportunities, such as their first industry internship.

COURSE PURPOSE:
The purpose of Finding an Industry Internship Seminar is to ensure that students have what is needed in their first internship/job search process in the engineering field. As a result, each student should leave with many strategies to approach internship or job applications. Specifically, this course will also teach students how to solicit, apply, and interview for internship/job positions. Lectures of the course will cover tips and methods for each application stage. Individuals’ career profiles will be shown in a midterm presentation.

COURSE FORMAT:
Class time will be focused on class discussion and career exploration tasks. Students will meet for weekly section
meetings in addition to course materials, assessments, and assignments. Sections are designed for in-depth discussion, assessment interpretation, student presentations, and career research. Due to the discussion based nature of this course, class attendance is extremely important. Missing a class will likely mean the student is missing important information provided by a guest speaker or the lecturer. Students are expected to be actively involved in class exercises and discussions.

GRADING AND BEHAVIORAL EXPECTATIONS:
Grading for this course will be on a P/NP (Pass/Not Pass) basis and reflect students’ completion of reading and reflective assignments, section meetings, and active discussions. Students are expected to be on time, attend each class, and actively participate.

Academic Honor Code: Students are expected to follow the academic honor code established by The College at UCLA and adhere to the True Bruin Ethics and Values. [http://www.truebruin.ucla.edu/statement.htm](http://www.truebruin.ucla.edu/statement.htm)

Americans with Disabilities Act: Students with disabilities who need academic assistance and/or accommodation should be registered appropriately with the UCLA Students with Disabilities Office and bring a letter to the instructor indicating the need for accommodation.

COURSE RESOURCES

- UCLA Career Center 2018-19 Career Guide
- UCLA Handshake
- LinkedIn
- UIP Website: [https://www.seasoasa.ucla.edu/undergraduate-internship-program/](https://www.seasoasa.ucla.edu/undergraduate-internship-program/)
- ESUC Industry Calendar: [http://www.esuc.ucla.edu/engineering_calendar](http://www.esuc.ucla.edu/engineering_calendar)

Additional resources will be posted on the course website.

COURSE OBJECTIVES:

1. Students will learn and integrate the various theoretical underpinnings relative to engineering career decision-making and planning.

2. Students will learn to develop a career plan utilizing various resources for industry exploration and matching.

3. Students will use standardized career assessment inventories and self-reflection exercises to explore their values, skills, interests and personality traits as they relate to their careers options.

4. Students will practice and set up online professional profiles on Handshake and LinkedIn.

5. Students will learn how to search, solicit, and follow up on internship/job openings.

6. Students will learn about the various resources and services available at UCLA to help them clarify and make career-related decisions. Further, students will learn to take timely and appropriate action to prepare to be competitive in the job/internship market.

7. Students will gain insights to the methods of interviewing, giving an elevator pitch, networking, and informational interviewing.
8. Students will learn to apply skills they learn in this course to practical situations such as career fairs, company information sessions, and industry networking events.

9. Through classroom discussions, students will be able to verbalize their career paths, create a plan for how to achieve these goals, and receive feedback from their classmates.

COURSE REQUIREMENTS:
The following are the requirements for this course: class participation and attendance, a midterm professional profile presentation, short assignments, journal reflection papers, and a final Career Action Plan.

Class Participation and Attendance: Students are expected to complete all reading assignments on the date which they are assigned and come to class prepared to discuss them. To get the most out of this interactive course, it is important that students show up on time. Attendance is essential in order to truly learn and apply professional skills on real situations. It is the student’s responsibility to inform the instructor prior to class absence. Students who miss more than three classes will receive a no-pass grade. Use of laptops and cell phones during class is prohibited.

Reflection Journals: Journal reflection papers are designed to help students think critically about specific career development experiences and course readings. Reflection Journals should be typed in 12-point font double-spaced and one to two pages long. An expanded description of the assignments with due dates are listed below:

Reflection Journal # 1: “Work, Culture, and Values”
Describe the impact your family and culture has on influencing your career decisions. Your reflection should summarize your unique experiences and activities and address the following questions: What role does your ethnic or cultural background play in your career decision-making? How do external factors, like your upbringing, careers you have been exposed to, and your education impact career planning? Due Week 2.

Reflection Journal # 2: “Personality”
Based on your MBTI results, explore how your personality relates to various aspects of your life. Read the description of your type on: http://www.personalitypage.com/html/portraits.html. How well do your results describe you? What did you learn about yourself? Read the section of the website on “Career.” How does this relate to your career planning? Due Week 4.

Reflection Journal # 3: “Interests”
Based on your Strong Interest Inventory results, explore how interests are a core part of your career decision-making. Discuss whether your top five interest areas (under “Basic Interest Scales”) are a part of your current life or how they could be added. Review the top ten occupations and discuss the themes present. Why do you think these titles came up? Due Week 5.

Reflection Journal # 4: “Informational Interview”
Review the Career Center’s resources on informational interviewing at https://www.career.ucla.edu/Explore-Careers-Left-Side-Nav/What-is-an-Informational-Review. Please select one professional you would like to talk further with. Possible referrals may be through family friends, friend’s parents, the UCLA Alumni Career Network (https://uclaone.com/), or the Engineering Alumni Center (https://samueli.ucla.edu/engineering-alumni-association/). Your reflection journal should address the following questions: how you selected the professional, the process to set-up the informational interview, what you learned from the interview and the impact this has on your career planning. Due Week 8.

Midterm Assignment: Handshake and LinkedIn Presentation
In this course, you are asked to create an online professional profile via Handshake and LinkedIn accounts. Complete your profiles as shown in lectures. Create a powerpoint presentation featuring different components of your profiles. Include any other personal webpage such as github and portfolio site in the presentation if applicable. You will present
during class and receive feedback from the instructor and your classmates. **Due Week 6.**

**Skills Worksheet:**
SkillsScan is an online, self-directed skills assessment tool that provides you with a profile of your transferable skills and preferences. Directions for taking the Skills Scan online will be given during class. After finishing the assessment, you will complete your skills worksheet. **The Skills Worksheet is due during the Week 5 class.**

**Career Program/Activity Review:**
There are numerous activities and events throughout the quarter that are designed to help students develop their own sense of the professional world. Students are given the choice of attending an employer or graduate school information session, Career Fair, or career workshop/JobSearch JumpStart. After the activity, students will reflect on their experience by writing a ½ page-1 page (double-spaced) review describing the event they attended and what they gained from the experience. **This assignment is due by Week 7.**

**Resume/CV:**
Your resume is a vital part of preparing for an internship, part-time or full-time job. Please consult the UCLA Career Center Career Guide for resume samples. **Your finalized resume is due: Week 5.**

**Elevator Pitch:**
An elevator pitch is a short speech that you give to a recruiter or hiring manager upon first meeting them. The objective is to give a brief introduction to you, your experience, and your career interests as they relate to that particular company or position. They are a vital part of giving a good first impression and standing out to recruiters. After discussing elevator pitches Week 3, you will have time to practice them and receive feedback. **Your finalized elevator pitch is due: Week 4.**

**Final Project: Career Action Plan**
The final assignment is intended to help you integrate your overall experience in the Student Development in Theory and Practice: Strategic Career Decision-Making course by applying your educational experiences to a real-world plan. This 2-3 Page Paper must address each of the bullets below:

- Create a career timeline for the next 10 years stating your overall career goal and the steps you plan to take to reach this goal. Be sure to include the following information:
  - Describe how your career assessment results relate to your professional plans
  - Describe how you will create and develop your professional network
  - Describe the resources you will take advantage of to reach your career goals
  - List the types of employers you might work for
  - Identify 3-5 internships or jobs on Handshake that will help you in your professional plan
  - Explain your future educational goals and strategies
  - Describe the engineering and soft skills you will need to develop
  - Describe the types of experiences you wish to gain to develop those skills
  - List who (and what) will be your main sources of support/who will keep you on track

**Career Action Plan Presentation and Submission**
As a final component of the class, each student will briefly present part of their Career Action plan to the course. You will prepare a 2-3 minute presentation discussing your 10 year plan. You will not be using PowerPoint for the presentation but instead will create and use 3x5 note-cards to assist you in making an organized presentation.

**Career Action Plan Paper AND Presentation are due Week 9.**

**COURSE GRADING:**
This course will be graded out of 100 points. A score of 70 points or higher must be attained in order to receive a passing grade for the course. Course attendance is extremely important. Please note that you must attend all lectures in order to receive a passing grade. Point breakdowns are included below:

**Reflective Essay Assignments (20 points)**
- Reflective Essay # 1 -- “Work, Culture, and Values” (5)
- Reflective Essay # 2 -- “Personality” (5)
- Reflective Essay # 3 -- “Interests” (5)
- Reflective Essay # 4 -- “Informational Interview” (5)

**Midterm “Marketing Plan” presentation (15 points)**

**Completion of Skills Worksheet (5 points)**

**Completion of Career Program/Activity Review (5 points)**

**Resume/CV (10 points)**

**Elevator Pitch (5 points)**

**Final Project (20 points)**

**Participation/Attendance (20 points)**

### Pass/No Pass Rubric:

- **Pass:** ≥70
- **No Pass:** <70

### ACADEMIC INTEGRITY

- UCLA expects and requires all of its students to act with honesty and integrity, and respect the rights of other in carrying out all academic assignments and projects.
- Working in groups is allowed and encouraged. However, submitting the work of other, cheating, and plagiarism are unacceptable. The key to working in an effective group is compiling input from all members and making equal contributions.
- In accordance with UCLA policy, any cases of suspected cheating or academic dishonesty will be reported to the Dean of Students Office and the Department of Student Affairs. Sanctions may include zero credit to an assignment or a no-pass. If warranted, a student may be disqualified, suspended, or expelled from the School of Engineering. It is your responsibility to know and understand the University Academic Integrity Policy and the UCLA Student Code of Conduct (http://www.deanofstudents.ucla.edu/).

### ADDITIONAL INFORMATION:

- Counseling and Psychological Services (CAPS) exists to support your mental health needs as you pursue your academic goals. CAPS services are designed to foster the development of healthy well-being necessary for success in a complex environment. A variety of services are available including: crisis counseling by phone 24/7, emergency intervention, individual counseling and psychotherapy, group therapy, psychiatric evaluation and treatment, educational programs and workshops, and campus mental health and well promotion. Visit [http://www.counseling.ucla.edu/](http://www.counseling.ucla.edu/) for more information or call (310) 825-0768. For emergencies, please contact 911.
- Students requesting accommodations for a disability, including additional time or resources for taking exams, must be registered with the UCLA Center for Accessible Education (CAE; [http://www.cae.ucla.edu/](http://www.cae.ucla.edu/)) and must submit appropriate documentation from the CAE.
- Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2645. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also
report sexual violence and sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

- Faculty, Lecturer, and Group Facilitators are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator and should they become aware that you or any other student has experienced sexual violence or sexual harassment.

### COURSE SCHEDULE:

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<tr>
<th>Week 1: Finding Your Dream Job &amp; Gathering Information (September 30)</th>
<th>Assignment:</th>
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| **Objectives:** | - Read: Career Guide: “Career Planning” section  
- Complete MBTI and Strong Assessments online (Due Week 2)  
- Activate LinkedIn and identify 5 positions you’re interested in and 5 industry professionals you would like to connect with (Due Week 2) |
| - Conducting an inventory of interests and strengths to begin exploring career paths  
- Utilizing LinkedIn to explore opportunities and examine other’s career paths |  |
| **Class Activities:** |  |
| - Lecture: Introduction to Course and Career Exploration  
- Break-Out Activity: Discussing career interests and how they relate to your background and strengths  
- Mini-Lecture: Using LinkedIn to Explore Career Opportunities  
- Previewing assignments due next week |  |

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<tr>
<th>Week 2: Career Fair Preparation Part I (October 7)</th>
<th>Assignment:</th>
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| **Objectives:** | - Read: Career Guide: “Career Exploration” section & LinkedIn Handouts  
- Activate Handshake and find 3-5 positions of interest (Due Week 3)  
- Practice and finalize elevator pitch (Due Week 3) |
| - Analyzing the results of self-inventory to begin narrowing down potential careers  
- Searching for positions and utilizing Handshake |  |
| **Class Activities:** |  |
| - Lecture: Career Fair Preparation Part I: Elevator Pitches & Recruiter Interactions  
- Break-Out Activity: Practicing elevator pitches and receiving feedback  
- Mini-Lecture: Job Searching Utilizing Online Resources  
- Previewing assignments due next week |  |

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<th>Week 3: Career Fair Preparation (October 14)</th>
<th>Assignment:</th>
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| **Objectives:** | - Read: Career Guide: “Resumes & Cover Letters” section  
- First draft resume (Due Week 4) |
| - Basic fundamentals of writing a resume  
- Researching and targeting companies of interest |  |
| **Class Activities:** |  |
| - Lecture: Career Fair Preparation Part II: Writing a Resume, Researching & Targeting Companies  
- Break-Out Activity: Discussing sample resumes/CVs  
- Mini-Lecture: Advanced Resume Tips: Standing Out & Tailoring to Companies  
- Previewing assignments due next week |  |
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<th>Week 4: Beyond the Career Fair: Other Industry-Facing Events (October 21)</th>
<th>Assignment:</th>
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| Objectives:  
- Understanding objectives and strategies for company information sessions, networking events, facility tours, and other industry-related events  
- Writing a cover letter |  
- Read: Career Guide: “Job Search Strategies & Correspondence” section  
- Finalized resume (Due Week 5)  
- Take SkillScan assessment online and complete Skills Worksheet (Due Week 5) |
| Class Activities:  
- Lecture: How to Write a Cover Letter/Introduction to Networking Events  
- Break-Out Activity: Getting feedback on resume  
- Mini-Lecture: How to Find Networking Events  
- Previewing assignments due next week |

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<th>Week 5: Marketing Your Brand: Establishing Handshake and LinkedIn Profiles (October 28)</th>
<th>Assignment:</th>
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| Objectives:  
- Establishing a professional network online  
- Creating and optimizing Handshake/LinkedIn Profiles  
- Using your online presence effectively to network and find opportunities |  
- Prepare for your midterm presentation: Login and Create your Handshake and LinkedIn profiles (due Week 6) |
| Class Activities:  
- Lecture: General Introduction to LinkedIn & Handshake  
- Break-Out Activity: Discuss sample LinkedIn/Handshake profiles  
- Mini-Lecture: Strategies to Get the Most Out of LinkedIn  
- Previewing assignments due next week |

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<th>Week 6: Midterm Presentations (November 4)</th>
<th>Assignment:</th>
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| Objective:  
- Assessing your career development progress |  
- Write a cover letter for a position of your choice (Due Week 7) |
| Class Activities:  
- Present your Handshake, LinkedIn, and other personal webpage |

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<tr>
<th>Week 7: Components of a Job Application (November 11)</th>
<th>Assignment:</th>
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| Objectives:  
- Networking with recruiters  
- Introduction to interviewing  
- Following up with recruiters/hiring managers |  
- Read: Career Guide: “Successful Interviewing” section  
- Prepare for your mock interview (Due Week 8) |
| Class Activities:  
- Lecture: Introduction to Interviewing & Following Up with Recruiters  
- Break-Out Activity: Miniature (10-Minute) Mock Interviews with Other Students  
- Mini-Lecture: How to Prepare & Practice for Interviews |
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<th>Week 8: Mock Interviews (November 18)</th>
<th>Assignment:</th>
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<tr>
<td>Objective:</td>
<td>● Read: Career Guide: “Evaluating Job Offers” section</td>
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<td>● Participate in a mock interview with an industry representative and receive feedback</td>
<td>● Career Action Plan (Due Week 9)</td>
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<td>Class Activity:</td>
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<td>● Participating in a mock interview and receiving feedback</td>
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<th>Week 9: Take-Aways and Next-Steps (November 25)</th>
<th>Assignment:</th>
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<tr>
<td>Objectives:</td>
<td>● Turn in Your Final Papers (Career Action Plan and Resume)</td>
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<td>● Presenting your Strategic Career Action Plan</td>
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<td>● Discussing plans and aspirations moving forward</td>
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<td>● Recognizing steps that should be taken to achieve career goals</td>
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<td>Class Activities:</td>
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<tr>
<td>● Presenting Strategic Career Action Plan</td>
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<td>● Small group discussions about aspirations and tangible next steps</td>
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