

RES-ECON 394LI

Life is Full of Choices: An Integrated Experience Seminar Spring 2020

- Class Meeting:** 1 credit
Section 1: Mon, 9:05-9:55am, 608 Goodell
Section 2: Mon, 10:10-11:00am, 608 Goodell
Section 3: Wed, 9:05-9:55am, 608 Goodell
Section 4: Wed, 10:10-11:00am, 608 Goodell
- Professor:** Colby Gray, 309 Stockbridge Hall
- Office Hours:** Mon 1:30pm-2:30pm, Wed 11:30am-12:30pm, or by appointment.
Visit <https://umass.campus.eab.com> to schedule.
- Contact Information:** Email: c.gray@umass.edu You can expect me to respond to emails within 1 business day.
Mailbox: 205 Stockbridge Hall
- Prerequisite:** RES-ECON 112 Computing: Foundations to Frontiers
- Assignments:** Weekly readings and assignments are due before class (by 8am on the day your section meets) unless otherwise noted.
All assignments will be available in Moodle.

Course Overview:

This 1 credit course, in combination with two of your required upper-level courses (see below), fulfills the General Education Integrative Experience (IE) requirement for majors within the Resource Economics department:

The Integrative Experience	
Resource Economics Majors -Environmental & Natural Resources Economics Track	Managerial Economics Majors or Track
RES-ECON 394LI	RES-ECON 394LI
RES-ECON 471 & 472	RES-ECON 452 & 453

RES-ECON 394LI is designed to provide you with numerous opportunities to reflect on and integrate your learning from your General Education courses, major courses, co-curricular activities, employment and other poignant experiences.

Course Philosophy:

This course is your opportunity to explore and/or solidify your career plans. Every student enters the class in a different place and with different goals in mind. There is no one right answer or outcome when it comes to career development. There is, however, an ideal way to approach it. Keep these thoughts in mind and you will be successful in this course.

- Be a positive presence in the classroom. In this course, you are further developing your professional demeanor and habits. A professional demeanor includes:
 - Being on time, every time.
 - Being an attentive and active participant (being in the room but not present is inadequate).
 - Being prepared to participate and lead in meaningful, constructive ways.
 - Being the person who people remember as making a real contribution.
- Be open and willing to explore new concepts, ideas and experiences.
- Respect yourself enough to give your best effort. Your growth and learning depends on what you put into each exercise and assignment. When you challenge yourself to do better, you grow. When you cut corners or make surface level changes, limiting your own progress.

- Recognize where you are at and what you may be missing when it comes to your career plans. Then use this class to earn credit for checking items off your to do list such as exploring career paths, editing your resume, applying for an internship, etc. It's a win-win!
- Be proud of the things you have already accomplished. In cases where you have already done the work, use class as an opportunity to refine, perfect, and/or plan for future changes.
- Make every activity and assignment your own! As long as you meet the criteria provided, each assignment can and should be tailored to your personal journey. Be true to you, the path you want to be on, and the questions you need to ask yourself.
 - Want to be a designer, teacher, farmer, etc.? Great! You are not any specific career path in this class.
 - Already have a job? Congratulations! Use class to explore how to best succeed in that job and/or where the job might take you next.
 - Feeling lost or stuck? That is okay and very normal. Use class to explore examine why and start taking steps that feel comfortable to you.
- Ask for help! Career development can be hard. So much of college is focused on the next exam or deadline. Future planning while keeping up with the day-to-day can be overwhelming. Don't be afraid to ask your classmates for advice, visit related campus services, meet with the instructor, and/or consult with your personal support system.
- Remember that career development is not a competition. Many people are easily embarrassed or dismayed when they compare themselves to others. Try your best not to live in that space!
 - There is no bad job on a resume if you worked hard at it.
 - There is no one timeline that works for everyone. Your dream job might not post until months after graduation. And, you may not be ready for the dream job, until you get a few more experiences under your belt.
 - Your career matters, but is only part of who you are. We all have different obligations to attend to, family considerations and life circumstances. For some, the "right job" may be one where you work 60 hours a week to make six figures. For others, the right job may be the one down the street that let's you go home to let the dog out at lunch time. Don't let other's idea of "right" get in the way of what works for you.
- Trust in yourself. You are capable of things you have yet to even imagine!

Course Objectives & Learning Goals:

The University has three Integrative Experience learning criteria:

Criterion 1: "Students will reflect on and integrate their learning and experience from the broad exposure in their General Education courses and the focus in their major." You gain experience in real world problem solving in many of our upper level courses. However, it can be challenging to see how this learning comes together; making it hard to "see the forest for the trees." Res Econ 394LI will emphasize a true integration of your gen. ed. experiences as you prepare for life after graduation.

- You will reflect on your prior educational experiences and on how the knowledge obtained will translate into a work setting.
- You will reflect on your professional and career goals and how your general education experiences and major training have furthered the development of these goals.
- You will learn to refine and present your career goals, as well as learn how to promote yourself as a professional.

Related Work:

Develop Your SBS Pathways Portfolio:

- Reflect on the courses you have taken at UMass to fulfill your General Education and major requirements, as well as on co-curricular activities you have participated in and your work experiences.
- Identify skills you have attained in your courses, co-curricular activities, and work.
- Explore your understanding of relevant careers and identify interests.
- Identify the skills needed to succeed in the career path(s) you have identified.
- Assess your progress toward attaining the required skill set and measure your preparedness for your chosen professional and career paths.

- Plan the remainder of your UMass curriculum so that you attain and/or hone the necessary skills.
- Identify co-curricular activities/opportunities to attain and/or hone the necessary skills.
- Refresh or create your professional resume, LinkedIn page, and eRecruiting profile.
- Reflect on your UMass education and its role in preparing you for your professional/personal life.

Attend and Participate in Team Mutual Mentoring Activities:

This mutual mentoring work will give you practice in integrating your education and experiences. The team activities will help you connect with other students, alumni, employers, and graduate programs, and will help you define and present yourself as a professional.

- Active work: You will work in teams throughout the semester. These teams will be sounding boards for your individual work and a way to share approaches.
- Careers in Managerial & Resource Economics: Learn about connecting with alumni, employers, and graduate programs.
- Presenting yourself as a professional: address the question “What is Managerial/Resource Economics” and how to show an employer you would be an asset.
- Preparation, communication, and presentation: Practice effective preparation, presentation, communication of skills and follow-up in an interview setting.

Criterion 2: "Students will practice General Education learning objectives at a more advanced level." Throughout the course you will be engaged in practicing General Education learning objectives at a more advanced level through developing your skills in writing and communicating.

Related Work:

- Creative, analytical, quantitative, and critical thinking: You will be asked to draw on your body of knowledge and strengths to define how the experience and skills from your general education are valuable to problem solving.
- Pluralistic perspective taking: Self-reflection and mutual mentoring work will be central to this course. You and your teammates will work in different settings to develop this awareness and enhance your movement from self to member of society.
- Working/communicating effectively, cooperatively, and persuasively: This course is an active learning environment. You will interact with colleagues and develop effective and persuasive communication in a variety of settings.
- Understanding and evaluating consequences and implications of actions: Resource Economics’ motto is “Life is Full of Choices.” This is the true essence of the study and the practice of applied economics; making decisions by weighing benefits and costs. You will practice this view of analysis and see it all come together.

Criterion 3: "A shared learning experience for applying students' prior learning to new situations, challenging questions, and real-world problems." You will practice your critical thinking, research, and analytical skills in individual and mutual mentoring work during the course of the semester. You will reflect on how your general education experiences allow you to identify and perceive problems, then further integrate and synthesize your general education training with your major training to identify analytical strategies to address problems.

Course Expectations: (See Moodle for further details)

Class #	Sect. 1 & 2 (Monday)	Sect. 3 & 4 (Wednesday)	Topics & Assignments	Points = 100
1	Jan 27	Jan 22	<p>Course Introduction <i>The Resource Economics integrated experience and making this course work for you. Initial group development.</i></p> <p>Assignments: In-class team mentoring and activities (w/ pre-assessment)</p>	2 (e.c.)
2	Feb 3	Jan 29	<p>Marketing Yourself Part 1 <i>An interactive session on resumes and elevator pitches.</i></p> <p>Assignments: Moodle readings Draft resume (<i>Submit in Moodle by 8am for class use.</i>) Draft elevator pitch (<i>Submit in Moodle by 8am for class use.</i>) In-class team mentoring and activities</p>	2 (e.c.)

Class #	Sect. 1 & 2 (Monday)	Sect. 3 & 4 (Wednesday)	Topics & Assignments	Points = 100
3	Feb 10	Feb 5	Interviewing Part 1 <i>Career fair preparation and interviewing basics.</i> Assignments: Moodle readings Final resume (<i>Update in Moodle by 8am for grading.</i>) Final elevator pitch (<i>Update in Moodle by 8am for grading.</i>) In-class quiz In-class team mentoring and activities	10* 4* 2 2
4	Feb 18	Feb 12	Interviewing Part 2 <i>Beyond the basics of interviewing.</i> Assignments: Moodle readings In-class quiz In-class team mentoring	2 2
5	Feb 24	Feb 19	Marketing Yourself Part 2 <i>An interactive session on cover letters.</i> Assignments: Moodle readings Draft cover letter (<i>Submit in Moodle by 8am for class use.</i>) In-class quiz In-class team mentoring and activities	2 2
6	Mar 2	Feb 26	Road Blocks <i>Examining and overcoming challenges.</i> Assignments: Moodle readings Final cover letter (<i>Update in Moodle by 8am for grading.</i>) In-class quiz In-class team mentoring and activities	8* 2 2
7	Mar 9	Mar 4	Make the Journey Your Own <i>Staying true to who you are.</i> Assignments: Moodle readings Career fair reflection** <i>(Submit in Moodle for grading. Due within 24 hours of selected event and no later than March 10.)</i> In-class quiz In-class team mentoring	8 2 2
8	Mar 23	Mar 11	Broadening Your Options <i>Hear from selected graduate programs and/or career development professionals.</i> Assignments: Moodle readings Social media & networking compilation (<i>Submit in Moodle by 8am for grading.</i>) In-class quiz In-class team mentoring	6 2 2
9	Mar 30	Mar 25	SBS Pathways <i>Making the most of your remaining time at UMass Amherst.</i> Assignments: Moodle readings Draft pathways inventory (<i>Submit in Moodle by 8am for class use.</i>) In-class quiz In-class team mentoring and activity	2 2

Class #	Sect. 1 & 2 (Monday)	Sect. 3 & 4 (Wednesday)	Topics & Assignments	Points = 100
10	Apr 6	Apr 1	Job Searching <i>Using data to get where you want to go.</i> Assignments: Moodle readings Pathways inventory (<i>Update in Moodle by 8am for grading.</i>) In-class quiz In-class team mentoring and activities	6* 2 2
11	Apr 13	Apr 8	Public Speaking <i>Tips & tricks to help you advance.</i> Assignments: Moodle readings In-class quiz In-class team mentoring and activities	2 2
12	Apr 22	Apr 15	Presentations <i>Join and attend a presentation block in lieu of your standard class time.</i> Assignments: Individual presentation Session team mentoring	14 2
13	Apr 27	29	Integrating Your Experience <i>Self-reflections and course evaluations.</i> Assignment: Personal action plan (<i>Submit in Moodle by 8am for class use. Update by 12pm on April 30 for grading.</i>) In-class team mentoring and activities (w/ post-assessment)	4 2

*Points awarded are dependent on submitting related draft by draft deadline and active engagement with related material during class time.

** Career fair options include, but are not limited to the following. Do your research to select the best option for you. Hold time in your calendar.

- Career Blast Campus-Wide Fair 2/19/20 (Recommended)
- Building & Construction Technologies Career Fair 2/21/20
- School of Public Health & Health Sciences Career Fair 2/24/20
- Civil & Environmental Engineering Career Fair 2/28/20
- Earth & Sustainability Career Fair 3/9/20

Grading:

Your grade will be determined based on the above items. To allow you to check your grade to date, I will use the following minimum grade cutoff points based on your total points: A = 94, A- = 90, B+ = 87, B = 83 B- = 80, C+ = 77, C = 73, C- = 70, D+ = 65, D = 60 and F < 60.

- You may look in Moodle at any time to see the points you have accrued toward this total.
- Work must be submitted on time to receive full credit (by 8am the day of class unless otherwise noted). Late submissions will receive an automatic 1 point reduction.
- Important: Please note that Moodle due dates are not necessarily reflective of assignment due dates for your section. (Moodle assignments will remain open until the due date for all sections have passed.)
- There is no final exam or assignment for this course.
- Class participation is required and makes up large part of your final grade (see below).

Attendance & In-Class Points:

- Class attendance is required. 40 points out of 100 are linked to in-class participation. You must be a present and contributing attendee in order to receive these points. As such, failure to attend class will have a direct negative impact on your grade in this course.
- While situational absences will be approved/excused, you may only earn in-class points for the classes you attend (as you will not have done the related work and activities when absent).
- In order to best accommodate late adds, class attendance during add/drop will be issued in the form of extra credit. Please note, however, that the first few weeks are essential to setting a foundation for success and should not be missed.
- Any student who accrues three absences (approved or otherwise) will be required to meet with the instructor outside of class time.

Important Policies & Resources:

Academic Honesty Statement

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Accommodation Statement

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

Your success in this class is important to me. We all learn differently and bring unique strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of campus resources available to you, including:

- Center for Counseling and Psychological Health (www.umass.edu/counseling/)
- Center for Multi-Cultural Advancement (www.umass.edu/cmss/)
- Dean of Students Office (www.umass.edu/dean_students/)
- English as a Second Language (ESL) Program (www.umass.edu/esl)
- International Programs Office (www.umass.edu/ipo)
- Learning Resource Center (www.umass.edu/lrc)
- Writing Center (www.umass.edu/writingcenter)
- In the event of an emergency, please contact the UMass Amherst Police Department at 413-545-3111.