

## **ALS 5211 – Career Readiness: Engaged Learning for Professional Master’s Students**

### **Instructors:**

Jennifer Micale, Corporate Relations and Career Services Manager, CALS Professional Programs and Extended Learning  
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Office Hours: Tuesdays 2:30-3:30pm & Fridays 10:30-11:30am, or by appointment

### **Credit: 1**

**Grading:** S/U. Satisfactory completion will be based on attendance of 4 out of 6 classes, completion of 4 out of 5 homework assignments. Make-up class opportunity: Attend a Cornell Career Services or a CALS Career Services program and submit documentation of attendance with a reflection statement on the program. The course is designed to create an engaged atmosphere for all students, which will be achieved by class attendance and active participation.

**Time:** Mondays, 4:30pm – 6:30pm

**Location:** 213 Kennedy Hall

**Course Description:** This course will provide CALS professional master’s students with career readiness, an integral part of achieving success upon degree completion. Career readiness can be defined as the attainment and demonstration of competencies that broadly prepare graduates for a successful career transition. This course will be taught with the Engaged Learning framework, which will give students the opportunity to integrate professional development skills into career and life experiences. Other graduate students may register with permission of instructor.

**Class Components:** Lecture course (7 weeks), with each class consisting of pre-reading, lecture, workshop and homework.

**Learning Outcomes:** Professional Master’s students who successfully complete this course will be able to:

- Construct a job search plan adapted to their career timeline
- Prepare a customized and professional resume, cover letter and LinkedIn profile, using interests and strengths identified through self-assessment
- Explore career resources available at Cornell University
- Articulate their career goals through effective oral and written communication
- Identify networking opportunities with faculty, alumni, fellow students and potential employers; and demonstrate interviewing skills
- Recognize the importance of teamwork and leadership skills
- Conduct themselves in a professional manner, demonstrating integrity, responsibility and self-awareness

## Class Schedule and Topics

### August 27

- **Class Overview**
  - Introductions
  - Class syllabus and grading policy
- **Components of Resume Building**
  - Cornell Career Guide
  - Components of effective resume
  - Career Readiness core competencies
- **Career Fair**
  - Review employer listing and benefits of attending
  - Suggested questions for attendees

Homework 1: Prepare a draft resume and bring copies for use in next class. Request meeting with Jennifer for further assistance on resume building if necessary. Due September 10.

### September 3

- NO CLASS – Labor Day Holiday

### September 10

- **Resume Feedback**
  - Peer review of cover letter and resume
- **Building a Job Search Plan**
  - Understanding the job search plan
- **Career Resources**
  - Cornell Career Services Resources - CUeLinks, workshop offerings, Handshake
  - LinkedIn Profile – building a profile, professionalism, uses for job searching

Homework 2: Build your LinkedIn profile using resume as a guide and begin requesting connections to build your network. Due September 17.

### September 17

- **DiSCover Yourself**
  - Team Exercise and reflect back to DiSC assessment profile
- **Networking**
  - Benefits of networking
  - Building relationships
  - Degrees of separation diagram
- **Identifying Target Employers**
  - Resources - Vault, Hoovers, ONet
  - Building spreadsheet of target employers

Homework 3: Research target employers and extend list started in class to 25-30 target employers and complete contacts sections. Due September 24.

**September 24:**

- **Share with two people what you learned/discovered when building your target employer list**
- **Cover Letter Writing**
  - Tailoring to the job description
  - Effective components
- **Presenting yourself and your career goals**
  - Elevator pitch – Telling your story
- **Review Optimal Interview**

Homework 4: Use the Optimal Interview tool and write a reflection on what you learned about yourself, two things you could improve on, and one thing you could do to make those improvements. Due October 1.

**October 1:**

- **Interviewing**
  - Components of effective interviewing
  - Mock interviews
- **Putting it all together**
  - Informational Interviewing – all of the pieces for career readiness come together with a meeting to leverage career development

Homework 5: Identify list of 3-5 people to conduct an informational interview with, and conduct one information interview. Submit reflection writing on informational interview, including contact information for person interviewed. Due October 12.

**October 4 (Thursday); 12:00 – 1:30pm**

- **Etiquette Luncheon** - Presenter: Barbara Lang, Consultant
  - Professionalism in the social setting

**October 8:**

- NO CLASS – Fall Break

**Students with Disabilities:** If you have a disability that requires class accommodations, please notify the course coordinator no later than the second week of classes. We will do our best to accommodate you in any way.