

ECH 4934 – Professional Seminar

CN	Day	Class Period	Location
13232	Monday	4	LAR 330

Instructor: Mrs. Cynthia Sain (rm. 262 ChE-SC, 392-0095, csain@ufl.edu)

Office Hours: Wednesday, 3rd period

1. Description: 1 credit. Exploration of personal and career issues associated with professional development in chemical engineering. Topics include career strategies, contemporary issues, ethics, intellectual property, presentation skills, research resources, poster design, and professional options. (Offered Fall & Spring)

2. Pre-requisites and Co-requisites: None

3. Course Outcomes:

Upon completion of this course, a student should be able to:

- Identify personal work values, temperament type, leadership style, and career objectives
- Identify UF career resources including the Career Resource Center, student and other organizations
- Create a LinkedIn profile
- Review professional ethical resources and construct a personal ethics statement
- Identify the process of ethical decision-making based upon professional ethical codes and the *3 Step Ethics Check* and analyze an ethical dilemma.
- Identify Intellectual Property process and issues
- Conduct an effective search of contemporary issues using library resources, including identification of quality research sources. Assemble a contemporary issue abstract
- Identify components of a professional visual presentation. Create and deliver an 8 – 10 minute visual presentation on a technical contemporary issue
- Identify components of a technical poster. Create a poster based upon a contemporary issue
- Identify the connections between life-long learning and professional development

4. Contribution of course to meeting the professional component for ABET:

This course contributes 1 credit hour toward meeting the minimum 48 credit hours of Engineering Topics required in the basic-level curriculum for the Bachelor of Science Degree in Chemical Engineering.

5. Relationship of course to ABET program outcomes:

From the list of (a) through (k) program outcomes listed below, this course addresses outcomes (f), (g), (h), (i), and (j).

ABET Program Outcomes:

- Apply knowledge of mathematics, science, and engineering
- Design and conduct experiments, as well as analyze and interpret data
- Design a system, component, or process to meet desired needs
- Function on multi-disciplinary teams
- Identify, formulate, and solve engineering problems
- Understand professional and ethical responsibilities
- Communicate effectively
- Understand the impact of engineering solutions in a global and societal context
- Recognize the need for, and engage in life-long learning
- Understand contemporary engineering issues
- Use the techniques, skills, and modern engineering tools necessary for engineering practice

6. Textbooks and Software Required: No textbook; materials will be provided.

7. Recommended Reading:

Blanchard, K. P. and Peale, N. V. (1988). *The power of ethical management*. New York, NY: William Morrow and Company, Inc.
Gallo, C. (2014). *Talk like TED*. New York, NY: St. Martin’s Griffin Press.
Landis, R. B. (2013). *Studying engineering: A roadmap to a rewarding career*. Los Angeles, CA: Discovery Press.

8. Attendance and Expectations:

- **Attendance requirements** are announced on the class Canvas page Calendar. This class utilizes a Hybrid format. Much of the work will be done outside of class and reported on Canvas.
- **All assignments** must be satisfactorily completed and submitted to earn a passing grade. All assignments posted on Canvas should be submitted no later than 10:00am the day it is due for full credit (10% deduction/day thereafter. Maximum deduction is 50%).
- Cell phone and musical device use is not appropriate during class.
- Laptop computers may be used in class and group assignments.

9. Absences and Make-Up Work

- Requirements for class attendance and assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

10. Grading:

	Percentage
3 Seminars*	30%
Contemporary Issue Presentation*	30%
Professional Development Activities	10%
Career Development Activities	10%
Class Participation	10%
Group Assignments	10%

* **Completion of assignment required for grade in class.** Students who do not meet this requirement will receive an “I” grade. A grade of “I” will be resolved when completion of the assignment is verified.

- Current UF grading policies for assigning grade points can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

13. Grading Scale: A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), E (< 60%)

Schedule and Assignments

Mandatory Group Assignments:

Group Assignment	Due Date	Subject
#1	Friday, 1/11	Group Contact and Meeting Information by Friday, 1/11
#2	Friday, 4/12	Deliver a Contemporary Issue Presentation to your group*
#3	Monday, 4/15	Evaluate presentations. Submit evaluation forms.

+ Students who fail to submit contact information will be administratively dropped from the course.

* The Contemporary Issue presentation is an individual project. The group will act as the audience and evaluators. The group will review the presentations to determine the best presentation. The final class will showcase a selection from the best Contemporary Issue presentations.

Weekly Schedule

Wk	Date	Topic	Assignment(s)	Assignment(s) Due
1	1/7	<p>**Mandatory Class**</p> <p>Organizational meeting and introduction</p> <p>Self-awareness: Temperament, Learning Styles, Work Values, Leadership Reflection</p> <p>Group Work</p>	1. Temperament Sorter 2. Learning Styles 3. Work Values Sort 4. Leadership Reflection 5. Group Assignment #1: Contact/Meeting Info: Due 1/11.	<i>Post on Canvas</i> Group Assignment #1: Contact Information must be submitted by 12pm on Friday, January 11. <i>Failure to submit contact information <u>will result in administrative drop from the class.</u></i>
2	1/14	CRC Career Resources Career planning, events, employment opportunities Optimizing Showcase Linked In	1. Career Development Strategy 2. Build a LinkedIn profile Note: you will need a <u>professional looking photo</u> for your LinkedIn profile ***Bring a computer to class	<i>Post on Canvas</i> 1. Results of temperament, learning, work values assessments, and leadership reflection.
3	1/28	Professional preparation and presentation – Cover letters, 30 second elevator speech, follow-up Student Organizations	1. Identify and attend a student organization meeting 2. Identify a student organization; attend a meeting.	<i>Post on Canvas</i> 1. Career Development Strategy
4	2/4	Contemporary Issue Assignment Professional Resources	Contemporary Issue topic and abstract 1. Professional Development Reflection <i>Attend Career Showcase (2/6), Information Sessions, Student Organization sponsored events, and/or other career events</i>	<i>Post on Canvas</i> 1. Image of your LinkedIn profile 2. Name of student organization, rationale for selection/benefit of participation
Attend ChemE Day February 2/5, 7:00pm (Internship/Coop Strategy Session 6:00pm)				
Attend Career Showcase Technical Day February 2/6				
5	2/11	Ethical Decision Making <i>3 Step Ethics Check</i>	1. Take advantage of the many career development opportunities available	1. Professional Development Reflection
6	2/18	Technical Poster Design	1. Contemporary Issue presentation due no later than Friday 4/12. - Abstract (due 3/18) - Poster (due) - Presentation (due Friday 4/12) - Group evaluation (due Friday 4/12) - Self evaluation and reflection (due 4/15)	
7	2/25	Professional Presentations	1. Review the following ethical codes and guidelines for class on 2/11	<i>Post on Canvas</i> 1. A .pdf of the Dean of

			<p>AICHE http://www.aiche.org/about/code-ethics</p> <p>ACS http://www.acs.org/content/acs/en/careers/career-services/ethics.html</p> <p>NSPE http://www.nspe.org/resources/ethics/code-ethics</p> <p>2. Create a Personal Ethics statement using at least three different ethics resources: 1 professional, 1 national, 1 industrial</p>	Students <i>Academic Integrity</i> Module certificate (including your name)
<p>How to access the library from off campus, conduct a database search, use Refworks tutorials are on the class Canvas page. Marston Library ECH 4934 Course Guide includes databases and citation info: http://guides.uflib.ufl.edu/c.php?g=147875 Library Resources for Students: http://www.uflib.ufl.edu/msl/resources/students.html</p>				
8	3/11	<p>Class wrap up.</p> <ul style="list-style-type: none"> - Seminar assignments - Career Development assignments - Contemporary Issue presentation <p>In class: ethical dilemma case study with application of <i>3 Step Ethics Check</i> and ethics resources.</p>	<p>1. In class: ethical dilemma case study with application of <i>3 Step Ethics Check</i> and ethics resources.</p> <p>2. Contemporary Issue abstract</p>	<p><i>Post on Canvas</i></p> <p>1. Personal Ethics statement including three required resources</p>
9	3/18	Intellectual Property	<p>1. Design a poster for your Contemporary Issue presentation due 11/30</p>	<p><i>Post on Canvas</i></p> <p>1. Contemporary Issue abstract</p>
10	3/25	Graduate School		
11	4/1	<p><u>No Class</u></p> <p>Contemporary Issue presentations</p>	<p>1. Deliver Contemporary Issue presentation</p> <p>2. In your group, evaluate all presentations and determine the best for class presentation</p>	<p><i>Post on Canvas (or YouTube)</i></p> <p>1. Video of your contemporary issue presentation: include yourself in the video post no later than Friday, 4/12</p> <p>2. Group evaluation of presentations and group's winner by Friday, 4/12</p>
12	4/8	<p><u>No Class</u></p> <p>Contemporary Issue presentations continue</p>	<p>1. Evaluation your Contemporary Issue presentation. Watch your video, use the Evaluation sheet.</p> <p>2. Revisit your Professional Development reflection from the beginning of class.</p>	
13	4/15	<p>**Mandatory Class**</p> <p>Best of presentations – A selection of the winning presentations</p>		<p><i>Post on Canvas</i></p> <p>1. Post your personal evaluation of your own Contemporary Issue presentation.</p> <p>2. Revise your Professional Development reflection from the beginning of class.</p>

14	4/22	<u>No Class</u> All assignments due		1. Contemporary Issue poster following poster design guidelines presented in class. 2. Make sure you have attended 3 seminars and posted attendance on Canvas 3. Make sure to have attended 3 Career Development events
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Coursework Assignment Descriptions (More information on Canvas):

Coursework assignments and due dates are listed on the class Canvas page. Assignments are submitted on Canvas.

1. **Group Assignment #1.** Post reliable contact information. Include phone # and/or email address. Also, submit the time/day outside of class that all group members can meet. **Due on Friday 1/11 by noon.** Students who do not meet this deadline will be administratively dropped from the class.
2. Complete the Kiersey Temperament Sorter exercise and list results.
3. Complete Soloman and Felder's Index of Learning Styles and post your learning styles.
4. Complete the Work Values Sort and post your top five values.
5. Post a maximum 250 word (1 page, double spaced) reflection on the role of your temperament type in your current and/or future leadership choices using the Core Characteristics from the Kiersey Temperament Sorter report (provided after completing the KTS II assignment) and The Five Practices of Exemplary Leadership.
6. Post a Career Development Strategy. Determine events you will attend before the last day of class. Attend 3 of the following: ChemE Day, Career Showcase, information session, corporate event, and/or CRC workshop.
7. Review *Up and Running with LinkedIn: [LinkedIn Overview](#)* and *Creating a [LinkedIn Profile](#)* lessons on **Lynda**. Build a [LinkedIn](#) profile. Submit a screen print of your [LinkedIn](#) profile on Canvas. *Note: You will need a professional style photo to complete this exercise. Access to your resume will be helpful but is not necessary.*
8. Post a one-page Professional Development Reflection addressing questions such as: Who am I? What is important to me? What do I value in work? What are my strengths that I can contribute to an employer? How will I choose a job or company? What would I like to achieve by graduation? Five years after graduation?
9. Identify an organization (student, social, religious, and/or civic). Attend a meeting.
10. Complete the Dean of Students, *Academic Integrity* Module. On Canvas post a copy of the completion certificate including your name. A .pdf of the certificate is appropriate for posting.
11. Research and create a Personal Ethics Statement citing at least 1 national professional ethics resources; 1 industry ethics resource, and 1 Chemical Engineering ethics resource.
12. Select a topic for an 8 – 10 minute contemporary issue presentation (including time for questions). The topic should be related to the impact of modern technology and/or chemical engineering practice on society.
13. Submit a title and one-paragraph 100 – 200 word abstract for your Contemporary Issue.
14. Submit a technical poster of your Contemporary Issue presentation following the guidelines presented in class. This is an individual project on your presentation. Use Powerpoint, or similar program, to create the poster.
15. **Group Assignment #2.** Deliver your individual 8 – 10 minute Contemporary Issue presentation to your group. Use a smart phone or tablet to video record your individual visual presentation. *Upload* the video to YouTube or Canvas (100 MB max file size). The video should clearly show both you and the slides. **This project is due by Friday, 4/12.**
16. **Group Assignment #3.** As a group, use the evaluation sheet provided in Canvas to determine the winning Contemporary Issue presentation. **Email or submit the winner's name to Cynthia (csain@ufl.edu) no later than Friday 4/12.**
17. Evaluate your Contemporary Issue presentation. Review your video. Submit a reflection on what you did well? Why? And, what you could improve? Why? Include an evaluation sheet and rate yourself.
18. Post a review your Professional Development reflection from the beginning of class. Are your professional goals the same? Did you achieve any goals? Revise goals? How has your professional development plan changed? What is the connection between engineering and lifelong learning?
19. By the last day of class, attend at least 3 Career Development events: ChemE Day, Information session, Career Resource Center workshop, corporate, department or student sponsored event, and/or *Career Showcase*.
20. By the last day of class, attend at least 3 Alumni Speaker Series seminars. Seminar dates, times and locations will be posted on the class Canvas site and www.che.ufl.edu.

* Note: The Contemporary Issue presentation is an individual project. The group will act as the audience. Also, the group will review presentation evaluations to determine the best presentation. The final class will showcase a selection from the best Contemporary Issue presentations.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/scsr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.