ECH 4934 – Professional Seminar Fall 2016

Meeting: Monday, 6th period, WM 100
Instructor: Mrs. Cynthia Sain (Rm 262 ChE-SC, 392-0095, csain@ufl.edu)
Office Hours: Tuesday 4th period (10:40 – 11:30)

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, and team dynamics. (Offered Fall & Spring)

2. Pre-requisites and Co-requisites: None

3. Course Outcomes:
   Upon completion of this course, a student should be able to:
   a. Identify personal learning and leadership style, work values, temperament type, professional and career objectives
   b. Identify UF career resources including the Career Resource Center, student and other organizations
   c. Create a LinkedIn profile
   d. Identify the 5 Dysfunctions of a Team (Lencioni). Analyze team dysfunction and identify methods to overcome dysfunctions
   e. Analyze team dysfunction and determine best course of actions using Lencioni’s team dysfunction strategies
   f. Identify Intellectual Property process and issues
   g. Identify the process of ethical decision making based upon professional ethical codes and the 3 Step Ethics Check
   h. Identify professional ethical resources and construct a personal ethics statement
   i. Analyze an ethical dilemma by applying the 3 Step Ethics Check
   j. Conduct an effective search of contemporary issues using library resources, including identification of quality research sources and use of RefWorks
   k. Assemble a contemporary issue abstract
   l. Identify the parts of a poster presentation, design a poster
   m. Identify components of a professional visual presentation. Create and deliver an 8 – 10 minute visual presentation of a technical contemporary issue
   n. 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:
   (f) Understand professional and ethical responsibilities
   (g) Communicate effectively
   (h) Understand the impact of engineering solutions in a global and societal context
   (i) Recognize the need for, and engage in life-long learning
   (j) Understand contemporary engineering issues
   (k) 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:
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. Consult the class Calendar on Canvas for required class attendance dates.
   - **All assignments** must be satisfactorily completed and submitted to earn a passing grade. All assignments posted on Canvas, should be submitted no later than 11:00am the day it is due for full credit (10% deduction/day thereafter. Maximum deduction is 50%).
   - Cell phone and musical device use is not allowed during class.
   - Laptop computers will be used for the ethics in class and team dysfunction 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](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

10. Grading:
   
<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 Seminars*</td>
<td>30%</td>
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<tr>
<td>Contemporary Issue Presentation*</td>
<td>30%</td>
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<tr>
<td>Professional Development Activities</td>
<td>15%</td>
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<tr>
<td>Career Development Activities</td>
<td>15%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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   * 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](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 In-Class Attendance:

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Monday, 8/22</td>
<td>Welcome and Overview</td>
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<tr>
<td>Monday, 9/26</td>
<td>Seminar</td>
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<tr>
<td>Monday, 10/3</td>
<td>Intellectual Property</td>
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<tr>
<td>Monday, 10/24</td>
<td>Poster Design</td>
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<tr>
<td>Monday, 10/31</td>
<td>Professional Presentations</td>
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<tr>
<td>Monday, 11/7</td>
<td>Ethics Case Study</td>
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<tr>
<td>Monday, 12/5</td>
<td>Best of Contemporary Issues presentations</td>
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#### Mandatory Group Assignments:

<table>
<thead>
<tr>
<th>Group Assignment</th>
<th>Due Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>#1</td>
<td>Monday, 8/29</td>
<td>Group Contact and Meeting Information</td>
</tr>
<tr>
<td>#2</td>
<td>Monday, 9/19</td>
<td>Absence of Trust: Building Trust</td>
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<td>#3</td>
<td>Monday, 10/10</td>
<td>Fear of Conflict: Group Sharing</td>
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<td>#4</td>
<td>Monday, 10/24</td>
<td>Lack of Commitment: Planning</td>
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<td>#5</td>
<td>Monday, 10/31</td>
<td>Avoidance of Accountability: Behavior &amp; Leadership</td>
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<tr>
<td>#6</td>
<td>Monday, 11/7</td>
<td>Inattention to Results: Priorities &amp; Results</td>
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<tr>
<td>Wk</td>
<td>Date</td>
<td>Topic</td>
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<td>2</td>
<td>8/29</td>
<td>CRC Career Resources&lt;br&gt;Career planning, events, employment opportunities&lt;br&gt;Optimizing Showcase&lt;br&gt;LinkedIn Student Organizations</td>
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<td>3</td>
<td>9/5</td>
<td>No Class - Holiday – Labor Day</td>
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<td>4</td>
<td>9/12</td>
<td>Team Dysfunction</td>
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<tr>
<td>5</td>
<td>9/19</td>
<td>Professional preparation and presentation – Cover letters, follow-up, LinkedIn&lt;br&gt;Contemporary Issue overview: abstract instructions</td>
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<td>6</td>
<td>9/26</td>
<td><strong>Mandatory Class</strong>&lt;br&gt;Seminar&lt;br&gt;<strong>In Class:</strong> Jen Schutte, Procter &amp; Gamble</td>
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<td>7</td>
<td>10/3</td>
<td><strong>Mandatory Class</strong>&lt;br&gt;Dr. Leonard Terry&lt;br&gt;Intellectual Property</td>
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<td>8</td>
<td>10/10</td>
<td>Ethical Decision Making&lt;br&gt;3 Step Ethics Check</td>
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<td>Wk</td>
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| 9  | 10/17| Contemporary Issue presentations | 1. Abstract (due 11/21)  
2. Contemporary Issue presentation (due 12/2)  
4. Group Assignment #4: Planning | |
| 10 | 10/24| **Mandatory Class**  
Dr. Neelam Bharti  
*Poster Design* | 1. Group Assignment #5: Behavior & Leadership  
2. Create a PowerPoint poster | Post on Canvas  
1. Personal Ethics Statement  
2. Group Assignment #4 - Planning |
|    |      | 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](http://guides.uflib.ufl.edu/c.php?g=147875)  
Library Resources for Students: [http://www.uflib.ufl.edu/msl/resources/students.html](http://www.uflib.ufl.edu/msl/resources/students.html) | |
| 11 | 10/31| **Mandatory Class**  
Dr. Richard Dickinson  
*Professional Presentations* | 1. Complete the Dean of Students  
Academic Integrity Module  
https://www.dso.ufl.edu/scct/seminars-modules/academic-integrity-module  
2. Group Assignment #6: Priorities & Results | Post on Canvas  
1. Image of your LinkedIn profile  
2. Group Assignment #5 – Behavior & Leadership |
| 12 | 11/7 | **Mandatory Class**  
Ethics Case Study | 1. In class: ethical dilemma case study  
Post on Canvas  
2. A .pdf of the Dean of Students  
*Academic Integrity Module* certificate (including your name)  
3. Group Assignment #6 – Priorities & Results | |
| 13 | 11/14| Class wrap up.  
- Seminar assignments  
- Career Development assignments  
- Contemporary Issue presentation | 1. Revisit your Professional Development Reflection from the beginning of class.  
1. Poster PowerPoint based upon your Team Dysfunction assignments. | |
| 14 | 11/21| **No Class**  
Contemporary Issue presentations | 1. Deliver Contemporary Issue presentation  
2. Evaluate presentations and determine the best for class presentation | Post on Canvas (or YouTube)  
1. Contemporary Issue abstract  
Before Friday, 12/2  
1. Recording of presentation  
2. Evaluation of group member’s Contemporary Issue presentations including winning presentation |
| 15 | 12/5 | **Mandatory Class**  
Best of presentations –  
A selection of the winning presentations | Post on Canvas  
1. Revised Professional development reflection  
2. Make sure you have attended 3 seminars and posted attendance on Canvas  
3. Make sure to have attended 3 Career Development events | |
Coursework Assignments:

Coursework assignments and due dates are listed on the class Canvas page. Assignments are submitted on Canvas.
1. Complete the Kiersey Temperament Sorter exercise and list results.
2. Complete Soloman and Felder’s Index of Learning Styles and post your learning styles.
3. Complete the Work Values Sort and post your top five values.
4. 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.
5. 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?
6. 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.
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. Identify an organization (student, social, religious, and/or civic). Attend a meeting.
9. 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.
10. Group Assignment #2. Share your Leadership Reflection (including your Temperament Type), Learning Styles, and Top 5 Work Values with your group and review the information of your group members.
11. Group Assignment #3. Are there commonalities or differences among the group members’ reflections? Will those commonalities/differences be an asset and/or stumbling block for the team’s functioning?
12. Research and create a Personal Ethics Statement using professional ethics resources.
13. 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.
14. Group Assignment #4. Plan how your group will complete the poster assignment. When will the group meet? Where? How will your poster be formatted?
15. Group Assignment #5. In a group discussion take stock of how the group is functioning. How are the group members behaving? Is there respect among the group? Are the expectations clear? Does the group need to establish ground rules?
16. 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.
17. Submit a title and one-paragraph abstract for your Contemporary Issue.
18. Group Assignment #6. Do the group members feel they can disagree? Is there a sense of accountability among the group members? Are group members willing to confront one another if accountability is lacking?
19. Create a Poster Presentation of your group’s Team Dysfunction assignments. What are the dysfunctions? What steps did your group take to overcome the dysfunctions? What were your major successes and failures? What was the most significant lesson your group learned about Team Dysfunction? Include Group member’s names on the poster.
20. Use a smart phone or tablet to video record your individual 8 – 10 minute visual presentation. Upload the video to YouTube or Canvas (100 MB max file size).
21. Evaluate your group members’ presentations. Choose the best and submit to Cynthia before Friday, 12/2.
22. Post a review your 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?
23. 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.
24. 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/SCCR/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.


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/.

