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Georgia Tech First-Year Seminar

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Lacy Hodges and Fred Rascoe

GT 1000:
First-Year Seminar

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GT 1000: First-Year Seminar
An Open Educational Resource

Edited by Lacy Hodges, Ph.D.

Georgia Institute of Technology

2017

About

This ebook has been created and designed to introduce incoming Georgia Tech students to campus resources, Georgia Tech culture and traditions, and to provide you with guidance as you make the transition to Georgia Tech.

This online resource includes materials that coordinate with the six GT 1000 learning outcomes. It covers:

- University Culture and Campus Resources
- Academic Success and Time Management Skills
- Career Development Skills
- Major Exploration and Planning
- Communication and Relational Skills

This resource includes readings, videos, and assignments that have been designed specifically to help new Tech students on their journey to academic, personal, and professional success.

Acknowledgements

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Academic Success

As part of your transition to Georgia Tech, it's important to recognize that you will likely need to reflect upon and revise the study habits you employed in high school or at your previous institution. The experts from the Center for Academic Success have compiled a number of tips to help you create a successful academic transition to Georgia Tech.

These tips focus on Time Management and Study Strategies, but there are a number of additional resources offered by the Center for Academic Success, including workshops, tutoring, and academic coaching that are all designed to help enable you to succeed at Tech. To learn more about the resources offered by the Center for Academic Success, please visit their website: success.gatech.edu.

Contributors to this Unit

Donald M. Pearl, Ph.D. Dr. Pearl is the Director of the Center for Academic Success at Georgia Tech.

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Using the LASSI to Enhance Your Skills
as a Strategic Learner
Beth Spencer, Ph.D.

Introduction to the LASSI

Developing solid study skills is a key component to successfully adjusting to college. You may feel skeptical about whether you need to or even can learn new skills—after all, you did well academically in high school, and many students just stick to their "tried and true" approaches to studying—but for most college first-year students there is room for improvement in terms of strategic studying and learning. You may not have ever given much thought to identifying your own strengths or areas of improvement in terms of study strategies. But even if you have considered this, you may not know where to begin or have a clear idea of what, exactly, you want to change.

The Learning and Study Strategies Inventory, better known as the LASSI, can help you become a strategic or self-regulated learner. Unlike learning styles inventories, which tell you about your preferred ways of learning, the LASSI uses ten scales to diagnose your individual study and learning skills strengths and weaknesses. Your LASSI results will show you where you are in relation to other college students in the following areas: attitude, motivation, time management, anxiety, concentration, information processing, selecting main ideas, using academic resources, self-testing, and test strategies. In other words, the LASSI raises your self-awareness about and your use of learning and study strategies related to will (anxiety, motivation, attitude), skill (information processing, selecting main ideas, and test strategies), and self-regulation (concentration, self-testing, using academic resources, and time management) components of strategic learning. But that's not all; you can then use your LASSI results as a starting point for setting academic goals and developing skills to strengthen your "weaknesses" as a learner.

The LASSI is available online and free-of-charge to all GT 1000 students through the Center for Academic Enrichment. You will receive instructions for accessing the LASSI from your GT 1000 instructor.

How to Interpret Your Results

After you complete the LASSI, you will immediately receive your results via email. These results will provide you with a score on a scale of 1-100 in each of the ten areas listed above, as well as guidelines to help you interpret them. Your report will explain that it is especially important to pay attention to any scale in which your score is between 0-50, as students scoring below the 50th percentile usually need to strengthen their study skills in order to avoid serious problems succeeding academically in college.

For example, if your score is below a 50 on the Motivation scale, you will be encouraged to accept more responsibility for your academic outcomes, which includes learning how to set and use goals related to accomplishing tasks in your academic life. If you often feel that you need to study "everything" or are responsible for every detail in your book or notes, you probably feel overwhelmed by the amount of material you could study. You may find that you have a low

score on the Selecting Main Ideas scale, which means you want to develop strategies to help you identify the important content and concepts, enabling you to study more effectively and efficiently.

Goals of the LASSI

Your GT 1000 instructor may ask you to print your LASSI results and bring them to class so you can participate in a group discussion about learning strategies. You may also be asked to write a short journal entry or reflection essay on your results.

Remember that the LASSI is meant to help you become self-aware and set goals that not only utilize your strengths but also help you improve the areas that need work. You may even want to plan to take the LASSI again at the end of the semester so you can check on your progress. If you would like to discuss your results or explore more resources and tips than are available in your GT 1000 class, you can make an appointment with an Academic Coach in the Center for Academic Success.

Academic Success at Georgia Tech
Donald M. Pearl, Ph.D.

As a Georgia Tech student, you will learn that you have to do more than read the book and cram the night before exams. Learning is a process that requires active engagement with the material over time, but more than anything else, it requires doing the assignments completely and correctly, whether this is solving the problem, doing the writing assignment, or working on the design project.

Students often say that they are studying for many hours, but are not getting the A's and B's that they expect from all of their hard work. Spending a lot of time studying is not necessarily going to help if you're not using the time wisely and employing good study habits.

Successful study strategies are not always easy and may not yield quick results. However, if they are applied consistently over the course of a semester, they will result in better grades and a deeper understanding of the course material.

STUDY STRATEGIES THAT WORK

Be prepared for class
- Prepare for class by **reading through the material beforehand**. You may feel lost, but that is fine as you are just starting to learn some new and complicated material.
- You should not feel the need to have a great understanding of concepts by doing the initial reading, you just want to **be familiar with the key terms and formulas**.
- This will also help you **pay special attention in class**, as you will know where the instructor is headed and why they are stressing certain concepts.

Be engaged in class
- Attend every class because **every class is important**. You will not have the same understanding by reading someone else's notes or asking the teaching assistant later. Certainly, do not expect the instructor to tell you the "important" parts of a lecture you missed.
- **Be awake in class and fully concentrate** on what the instructor is saying. Anticipate next steps in a solution, and attempt to answer any questions posed by the instructor even if you do not get called or raise your hand. You are looking to test yourself about how well you understand the lecture.
- You need **7 to 8 hours of sleep a night** to be fully awake in class. Falling asleep in class occurs because you are not sleeping enough at night and not as the result of a boring lecture.
- **Sit in a seat with a clear view of the teacher and board**, which will reduce distractions. These seats tend to be towards the front and center of the classroom.
- **Take enough notes to jog your memory**, but do not try to transcribe every word that is written or said. Once class is finished, you may go back and fill in blanks while the material is fresh in your mind. This allows you to focus on what is happening in the class and gives you an opportunity to reinforce what you have learned through recall.

- **Turn off your phone** and all other electronic communication devices. You are in class and should be focused on what is happening there. If you are reading a message on your phone, then you have just missed something important that will be on the next test.

Be sure to complete all assigned work
- Welcome to college! Most assignments are going to take more than one sitting to complete, so **start working on them the day they are given**.
- **Working on a problem over a couple of days** will often help you solve it. You will find that you often give up on a problem one day then come up with the solution the next. "Sleeping on it" is often a good study strategy, assuming you have given yourself time by starting early and do not give up on finding the solution.
- If you find you have problems you are not able to solve, then you need to **seek help from study partners, teaching assistants, tutors, or instructors**. You should assume that anything you do not know how to do will be on the next exam.
- **Review assignments, quizzes, and exams** that have been returned. Fix any mistakes and make sure you know the answer to every question.

Be prepared for exams by studying early
- The **first assignment is the first step toward preparing for the exam**. Not only do you want to complete the assignments, but you want to study from them for the exam.
- Continue to **review the earlier assignments as you do new ones**. Generally, the new concepts build upon the older ones, so reviewing earlier assignments should help you complete the current assignments and prepare for the exam.
- **Redo every problem from an assignment or quiz to prepare for an exam**, and redo the exams to prepare for the final. Just looking over the old work is not sufficient; you need to actually rework the problems from the beginning.
- **Work with partners** to quiz each other and explain solutions. Sometimes one can get the correct answer to a problem, but not really understand why it works. Working with a partner encourages you to fully understand a solution.
- The most important thing you can do to prepare for an exam is to **go to sleep early and get a good night of rest**. Even if you feel like you should have put in more time studying for an exam, staying up late just means you are underprepared and tired.
- After a good night's sleep, **look over your problems and notes before class**.

Be on time with long term projects
- You will have some projects that will take several weeks to complete. It is easy to let work on these slide until you realize that you are running up on a deadline, which requires that you pull the dreaded "all nighter". Avoid this by **creating a timeline for completion of long term projects** with specific deadlines for steps in the project.
- Like a good engineer, you should **set your project completion for several days ahead of the actual due date** to account for unexpected setbacks, which you should expect.

Be a great Georgia Tech student
- **Never underestimate the value of sleep, exercise, and healthy food**. Once you start neglecting your health, your ability to perform declines.
- **Work on your classes every day, including weekends**. Daily reinforcement is a more effective learning strategy than cramming the night before.
- You should **perform those tasks that you will have to do on the exams**. If the exam consists of solving a number of problems, then you should prepare by doing lots of them.

If the exam consists of writing in response to prompts, then you should prepare by writing responses.

- Make sure **you complete all of the problems in every assignment** and can do them again as part of your exam preparation.

Time Management
Fiona Brantley

There are 168 hours in a week. Everybody gets the same number of hours, but not everybody utilizes his or her time wisely.

Have you ever had a day where you did very little and then wondered, "Where did all the time go?" This is one of the reasons we schedule important tasks. Now that you are a full-time Georgia Tech student, you will realize how important it is to prioritize your responsibilities and utilize your time effectively. Time Management is a noun AND a verb. It is something that you do. As a result, this unit will focus on sharing tips and tools that will help you better manage your time and yourself in order to be successful.

TIPS FOR TIME MANAGEMENT

Create a weekly schedule
- Create a schedule and stick to it.
- Be sure to schedule:
  - STUDY and HOMEWORK
  - At least 7 – 8 hours of SLEEP
  - Activities of daily living, i.e. laundry, meals, baths—these take time, too!
  - Don't forget to schedule some fun things to do. If you don't, you will become resentful and revolt against your own schedule.

Plan your semester
- Schedule your time at the beginning of each semester
- Plan ahead for long term projects
- Include study time for all classes each week
  - This will help you stay on top of your classes and will ensure you're not "surprised" by a test (or, worse, a week with multiple tests!)

Use the study cycle (PLRS)
- **P**review: Prepare before class—read the textbook and review your notes.
- **L**ecture: Attend class, take notes, complete assignments, and ask questions.
- **R**eview: Review your notes immediately after class. Create a study plan for the material.
- **S**tudy: Review your notes and the textbook. Reflect on any questions you have. Review and restate the main points and ideas.

Prioritize and plan your time
- Not all time is created equal; an hour spent cramming for a test the night before is not as valuable as an hour spent going over an assignment immediately after it is given.

Use an Activity Log
- If you're not sure how you're using your time, keep an activity log one week to see how your time is being spent

Be aware of your most productive times
- When are you most alert?

- Consider what times you schedule your classes, based on your own periods of productivity

Monitor and limit time on social media
- Put your phone on "airplane mode" when you're studying in order to avoid the temptation of texting, social media, YouTube, etc.

Find the right place to study
- There are a number of great places on campus to study—find one that works for you
- Be aware when a study spot is not working. If you study in bed, and find that "study time" quickly gets converted to "sleep time," find another spot

Learn to say no
- Be selective about the things you say "yes" to
- Learn to say "no"—no matter how tempting the activity is—if you don't have the time to commit

Avoid Procrastination
- Don't wait until you "feel like it" to begin each task—act! Sometimes your feelings will get in the way of progress.
- Try the Pomodoro Technique to help break your work down into small, manageable chunks.

Utilize academic resources
- The Georgia Tech Center for Academic Success offers free academic support resources, including:
  - Tutoring
  - Academic Coaching
  - Academic Success Workshops
- Your school or department may also offer tutoring—check your department website or ask your advisor

Exploring Your Major

Exploring majors and careers is a requirement in all GT 1000 courses, and in the first-year seminars offered by colleges and universities across the country. The focus on career exploration probably makes sense to you: students today often see getting a good job as the purpose of going to college. But if you already have a declared major, you may question the value of "exploring" it or any other majors offered at Tech. It is important for all students—those who feel undecided, those with multiple interests, as well as those who feel sure of their choice—to learn about majors, for exploring takes you through the process of developing a solid understanding of a major's curriculum and options, while also reflecting on your own interests, strengths, and goals.

Choosing the "right" major is important, but maybe not for the reasons that immediately pop into your mind, or that influenced you when you listed a major on your application to Tech. As the chapter on career explorations stresses, your future professional life may—or may not—directly relate to your undergraduate major. There are no "bad" or "easy" majors at Tech, and all admitted students have the academic ability to do well in any Tech major. Your major is your academic program of study, and, even as a first-year student, you probably already know that you will work and study hard to complete your degree requirements. After all, Tech's rigorous curricula are one of the reasons employers and graduate programs value Georgia Tech degrees. Earning your Tech degree is not a simple matter of just "getting by" or checking off boxes on a list of required courses. Your instructors will expect you to be motivated to learn, to be curious, and to push yourself to excel in your coursework. Your choice of major matters because learning will be more enjoyable—and probably easier—if you like and are interested in the material you are studying.

In this book's section on career opportunities, students are encouraged to be focused yet open, and this also applies to major opportunities. During your first year, aim not only to do well in your classes, but also to reflect on what you find rewarding or stimulating in your coursework. Take steps to explore fields of study or courses that appeal to you, and keep in mind that you might be able to pursue these interests through minors, certificates, threads or concentrations within your major, or through extra-curricular opportunities. If you have doubts about your current major, use campus resources to help determine whether you should consider changing majors, or if these concerns are merely temporary. If you feel that you must choose a particular major in order to reach a career goal, talk to the experts on campus to see if your perceptions are accurate, and remember that you may have more flexibility than you expected.

Contributors to this Unit
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Get to Know Your Major

Beth Spencer, Ph.D.

How can you know whether a major is a good fit? In your first semester, you may be enrolled in what is often referred to as "core": your English, math, and introductory courses in the lab sciences, humanities, and social sciences. Georgia Tech students therefore sometimes feel frustrated because they have to "wait" a year or more before they begin taking "real" courses in their major: those at the 2000-level and higher. But there are many ways to explore and connect with your major prior to enrolling in upper-level courses:

Become familiar with your major's academic program.

- Understanding the prerequisites, sequences, and suggested scheduling of courses can help you get an idea of what you will need to master in your first few semesters in order to be successful in your major. The course titles and descriptions of the more advanced courses in your major may not make much sense to you now, but should motivate you to do a bit of research to determine whether you will find them interesting. You should know the number of electives your major offers, what type of senior or capstone project is required, and whether you can choose a concentration, cluster, or participate in options like the International Plan.

Visit your program's website.
- You can gather much of this type of information from the Tech websites, but you should also take advantage of opportunities to talk to others about majors.

Meet with advisors, mentors, and program ambassadors.
- Academic advisors, peer mentors or program ambassadors, faculty, career counselors, alumni, and other students are great resources for determining whether a major is the right one for you. There are several questions listed at the end of this section to help you start these conversations.

Map your major.
- Your GT 1000 instructor may assign a "major mapping" activity, but all students can benefit from the process of drafting a 4- or 5-year plan to complete their major, especially if they then share and review it with an academic advisor.

Resources for Major Exploration
Beth Spencer, Ph.D.

Every department hosts opportunities that allow students to develop a deeper understanding of majors. Plan to take advantage of these by attending a lecture given by a visiting scholar, stopping by a departmental career event, or just taking time to read the research posters decorating the hallways around campus. Additional ways to explore your major in your first semester include:

- **Mentoring Programs**
  - If your major offers any type of mentoring program or opportunity to learn from alumni, sign up.
- **Student Clubs and Professional Organizations**
  - All colleges and most majors have student clubs or professional organizations that are open to undergraduates and provide ways to network, get hands-on or beyond-the-classroom experience, and gain exposure to a field of study. Even if you're a first-year student or unsure of your major, go ahead and join and participate. Attending the meetings is a great way to meet other students in the major, to get better ideas of major/career connections, and to get a feel for whether this major is a good match for your interests and goals.
- **Major and Department Websites**
  - Visiting your major's website—or the sites of other majors that interest you—will help you keep up with meetings and other special events. Your academic advisor may also send you information about these through email messages, an advising blog, or electronic departmental newsletters.

Over the course of a year, there are also several structured ways to explore majors, including:

- **Major Fair (College of Design, College of Sciences, and Ivan Allen College of Liberal Arts)**
  - In the Fall, the College of Design, College of Sciences, and the Ivan Allen College of Liberal Arts will host an informal fair in Clough, where students can stop by tables to talk with faculty, advisors, and current students about majors, minors, certificates, research, and other opportunities.

- **Information Sessions**
  - Many majors encourage or require students considering changing their major to attend an information session, which is designed to help students learn about the academic program, expectations for students, and change-of-major policies and advising procedures. These formal sessions occur multiple times throughout the year, and are appropriate for students who feel sure they want to change majors, or are only at the information-gathering stage.
- **Clough Core Desk: "Ask Me About" hours**

- o Some departments will be available at the Clough Core Desk to provide information about majors, minors, and certificates during "Ask Me About" hours, providing an informal and convenient way to meet with key contacts and pick up information for review.
- **Change of Major Workshops**
  - o The Office of Undergraduate Education and campus advisors will also offer "Considering a Change?" workshops during fall and spring semesters to help students begin the major exploration process.

Information on these programs, as well as links to departmental sessions and change of major policies, is available on the undergraduate advising website.

Majors and Minors at Georgia Tech

Georgia Tech has six Colleges, which offer 37 undergraduate majors and 46 minors (as of Fall 2017). For the most up-to-date program descriptions, degree requirements and course descriptions, you can visit the [Course Catalog](#).

College of Computing
- Computational Media
- Computer Science

College of Design
- Architecture
- Industrial Design
- Music Technology

College of Engineering
- Aerospace Engineering
- Biomedical Engineering
- Chemical and Biomolecular Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Environmental Engineering
- Industrial Engineering
- Materials Science and Engineering
- Mechanical Engineering
- Nuclear and Radiological Engineering

College of Sciences
- Applied Physics
- Biochemistry
- Biology
- Chemistry
- Discrete Mathematics
- Earth and Atmospheric Sciences
- Mathematics
- Neuroscience
- Physics
- Psychology

Ivan Allen College of Liberal Arts
- Applied Language and Intercultural Studies
- Computational Media
- Economics

- Economics and International Affairs
- Global Economics and Modern Languages
- History, Technology, and Society
- International Affairs
- International Affairs and Modern Languages
- Literature, Media, and Communication
- Public Policy

Scheller College of Business
- Business Administration

In addition to majors, Georgia Tech also offers minors. Minors are "intended to encourage and officially acknowledge the attainment by students of a fair measure of expertise and knowledge in more than one academic field, with the goal of broadening their education" (Georgia Tech Catalog) and generally require about 15 hours of concentrated coursework in a specific area. There are currently about 46 different minors, many of which are interdisciplinary.

Below is a table of minors as of Fall 2017:

1. Aerospace Engineering Architectural History
2. Architecture
3. Biology
4. Biochemistry Biomedical Engineering Chemistry
5. Chinese
6. Computational Data Analysis Computing and Business
7. Computing and Devices
8. Computing and Information Internetworks
9. Computing and Intelligence
10. Computing and Media
11. Computing and People
12. Computing and Systems and Architecture
13. Computing and Theory
14. Earth and Atmospheric Sciences
15. East Asian Studies
16. Economics
17. Energy Systems
18. Engineering and Business
19. Film and Media Studies French
20. German
21. Global Development
22. Health and Medical Sciences
23. Health, Medicine, and Society History
24. Industrial Design International Affairs Japanese
25. Korean
26. Law, Science, and Technology Leadership Studies

27. Materials Science and Engineering
28. Mathematics
29. Multidisciplinary Design/Arts History Music
30. Music Performance Music Technology
31. Nuclear and Radiological Engineering Performance Studies
32. Philosophy
33. Physiology Political Science Psychology Public Policy
34. Robotics
35. Russian Studies
36. Science, Technology, and Society
37. Science Fiction Studies
38. Scientific and Engineering Computing
39. Social Justice
40. Sociology
41. Spanish
42. Sports, Society, and Technology
43. Sustainable Cities
44. Technical Communication
45. Technology and Business
46. Women, Science, and Technology

Career Development Skills

It's never too early to start thinking about your career while in college, but it's definitely too early to start feeling pressured about it. The process of career discovery and development is an important complement to your academic work at Georgia Tech, so the aim of this unit is to help you start focusing on your career in an intentional but low stress way.

As a first-year student, however, there are certain tasks of career development that you want to tackle right off the bat. This includes:

- writing your resume (or updating your high school one);
- crafting a basic cover letter that you will tailor for future opportunities;
- getting started on LinkedIn;
- writing thank you notes;
- and introducing yourself in professional settings (also called an "elevator pitch")

While there is information on all of those things on the C2D2 website, as well as through workshops offered throughout the year, and in one-on-one career advising, we want you to have guidance at your fingertips.

Contributors to this unit

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Real Talk about Careers

You've probably come to Georgia Tech with some expectations – or your parents' expectations – of what career development is all about and what you want to end up doing after graduation. You might be thinking about writing your first professional resume, getting internships or co-ops, and going to a career fair. Those are important things to do, but there's more to career development than that. In this section, we take a look at the big picture of careers. This includes: taking ownership of your career future; understanding what we mean by the *Purpose, Pivot, and Professionalism* foundation of career education; and, understanding the connection between academic majors and career options.

Keys to Career Development
Own your career
Think Purpose, Pivot, Professionalism
Understand the major-career connection

Taking Ownership of Your Career Development

You've probably heard that a Georgia Tech degree can open a lot of doors for you. Georgia Tech students are highly sought after by thousands of employers from around the globe. Or, if further study is your thing, it's good to know that graduate and professional schools welcome applicants who've excelled in Tech's rigorous curriculum and who've been actively involved in our vibrant campus life and in the community. Are you a budding entrepreneur? If so, you'll probably find that people will listen to your ideas because the world knows that amazing innovations and discoveries come out of Georgia Tech. Enrolling in Georgia Tech is clearly one of the best first steps you can take toward a bright future. But is that enough? Not exactly.

Doors might open for you, but you have to do the work that gets you through them. Simply put, *you* own your career development. Lots of people and resources are here to guide and support you. Co-op and internship opportunities might practically land in your lap. Prestigious fellowships or graduate and professional school acceptances are within arm's reach. But, ultimately, you are the one responsible for making those things happen.

So, what does this look like? While there are many things you can do for your career future, the key tasks boil down to three main things: learn, participate or "show up," and be open.

Three Ways to Own Your Career

- Learn
- Show up
- Be open

Learn
Your career education should be a parallel process to your academics while at Georgia Tech. In some ways, the link between career learning and academic learning is obvious, such as with the co-op program, in which students apply their classroom learning in a hands-on work setting. But other aspects of career development aren't always thought of as an educational process.

It's easy to get caught up in the transactional nature of some of your career objectives – get help writing a resume, register an internship, get advice for an interview, and the like. Those are important things to do, and the staff of C2D2 and others on campus are here to "transact business" with you in those areas and much more. But good career development is about more than that. That's why the C2D2 tag line is *helping students learn how work works*. As a student at Georgia Tech, your job is not only to learn in the classroom but also to learn how careers unfold and evolve, how to make decisions about your future, how to get a job (not just have one handed to you), and what to do once you get there.

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*The Center for Career Discovery and Development doesn't just help you get work,
we help you learn how work works.*

Show Up
Hardly a day goes by on this campus without some sort of career-related activity you could participate in. C2D2 offers a workshop series, some held as webinars, on a range of career planning, job search, and graduate or professional school topics. Career advisors are available most days of the week for career coaching or counseling appointments or walk-in visits. Your school or college might be holding specialized career workshops or networking events on their own or in conjunction with C2D2. Faculty members and academic advisors might offer learning opportunities around careers in academia.

Then there are the career fairs on campus, as well as virtual career fairs you can attend in your pajamas, employer info sessions, and many more opportunities to connect with employers, career advisors, and alumni. We're not saying you have to do something every day. But the key is not to wait until you have an urgent need for an internship or a resume, or need to hone your interviewing technique for an interview tomorrow, or anything else that could have been worked on or learned ahead of time. So, get up, go out, and show up!

Be Open
You might have come to Georgia Tech with a clear career target in mind. Perhaps you've chosen a major that with lead you down a fairly linear path to the type of work you've always dreamed of doing. Maybe you even have a specific employer already identified, or you've set your sights on going to a particular graduate or professional school, with a clear vision of where you will teach or do research in the future. It's good to be focused, but it's better to be focused yet open.

You are going to be exposed to a lot of things while at Georgia Tech – academic pursuits, research, new technologies, business and engineering innovations, scientific discoveries, leading-edge arts and design, campus activities, work experiences, and more. You're going to be learning not only your course work or how to do a job as an intern or co-op student, but more about yourself – your interests, talents, and values.

You'll also learn more about career fields and work environments and might end up deciding to go in a different direction than the one you came in with. Or, you might confirm that the thing you've wanted to do since you were five years old is still the right thing for you. Be open to a diverse range of career options, from major corporations to small companies you've never heard of, non-profits, start-ups, fellowships, graduate and professional degree programs, entrepreneurship, and service opportunities. You never know where the most exciting options and best fit for you are going to be.

As you go through your college journey, there will be times when you question your choice of major or career plans, and that's okay. Being open to new directions is a good thing. You don't always have to go in a new direction, but you should explore it, even if you end up coming back to your original plan.

Think Purpose, Pivot, and Professionalism

As you read earlier, the mission of the Center for Career Discovery and Development (C2D2) is to help you – in collaboration with faculty and staff across campus – learn how work works, not just how to get work. To that end, we have defined objectives for your career development, just as you have learning objectives in your academic courses. These are: develop your sense of purpose; cultivate pivot potential; and hone your professionalism.

Develop Your Sense of Purpose
A recent survey by global employer branding firm Universum, with 82,000 U.S. college students responding, found that "inspiring purpose" is the number one attribute that students want in an employer. In the same survey, all respondents from Georgia Tech ranked inspiring purpose #6 out of forty choices. And when you separate out Georgia Tech first-year students, the rank was up to #4.

This aligns with the Georgia Tech motto of "Progress and service." As a Tech student, you have an ability to change, shape, or otherwise contribute to the world. Or, on a more down-to-earth

level, you have an opportunity to make significant contributions to your future employers or professional community. So as you develop your career, the best starting point is not to ask "Who will hire me?" or "Which graduate or professional school will admit me?" Nor is the best first question "What can I do with a major in…?" Instead, you should be asking "How do I want to make a difference?" or "Where can I make an impact?" or "Which problems do I want to solve?"

Your answer to these questions, i.e., your sense of purpose, will evolve over time, so you don't have to figure it all out right now. But it's important to watch how your sense of purpose unfolds throughout your college career. When you know why you're getting out of bed every day to do a job or to pursue advanced studies, and you know what kind of impact you can make, you are more likely to find your work meaningful and fulfilling.

Cultivate Pivot Potential
You've been admitted to Georgia Tech, so I'm going to go out on a limb here and guess that you've had more accomplishments than failures in your life. I bet that you had a pretty good idea of the things you needed to do to be accepted to competitive universities and a good idea of the knowledge and skills you needed to acquire to be prepared for university. And, now that you're here, you'll have a syllabus for each class that tells you what to do, when to do it, and how you'll be graded. Well, life after college doesn't come with a syllabus.

When you graduate, you'll be thrust into a world where career paths are not straight lines, in-demand skill sets are ever-changing, and what your boss or client wants one day is no longer needed the next day. To prepare for this, we want you to cultivate pivot potential. This means a comfort level with ambiguity, an attitude that sees setbacks – even failure – as a growth opportunity, and an ability to adapt, flex, and change course. Don't worry. It's not so scary.

Hone Your Professionalism
Employers these days expect new hires to hit the ground running with workplace competencies they don't have time to teach. In surveys of thousands of employers, the National Association of Colleges and Employers has found that the most often cited competencies needed for career readiness are:

- Critical thinking / problem solving
- Teamwork/collaboration
- Communications
- Technology acuity
- Leadership
- Work ethic
- Career management
- Global/intercultural fluency

Through your coursework, co-curricular and extra-curricular experiences, co-ops, internships, part-time jobs, and involvement in campus activities, you will have the opportunity to develop and hone these critical competencies.

The Major-Career Connection

At this point you might be saying, "Okay, I get it. I own my career. And I get that having a sense of purpose is important so that I know what kind of impact I want to make and therefore might find my work meaningful. And I get that I need to be flexible and able to pivot, and that employers care about more than just my technical or subject matter knowledge. But can't C2D2 or someone in my College just tell me what career paths I can do with my major and what kinds of jobs I can get or graduate programs I can apply to?" The answer is yes. And no.

The career paths for some majors are quite clear cut: the chemical engineering grad who goes to work as – you guessed it – a chemical engineer in a traditional arena such as pharmaceuticals or petrochemicals. But what about the chemical engineer who goes on to law school and becomes a patent attorney? Even majors with clearly defined paths have more career choices than you might think.

Or, what if you are majoring in a subject you have a passion for, such as literature, but you don't see clear cut career paths other than grad school or teaching, which might not be your thing? Well, Georgia Tech students who major in Literature, Media, and Communication are tech-savvy, creative, problem-solvers who are in-demand for a wide range of positions in business and industry, from marketing, to project management, to corporate communications and more.

Those are only a couple of examples of majors and the careers they can lead to. The bottom line is that we don't want you to get too hung up on exactly what one does with a major in X, Y, or Z. If you are majoring in a discipline that you're interested in studying and have some aptitude for, opportunities will present themselves and you'll be able to discern which ones interest you. Every major at Georgia Tech has traditional career paths and graduate or professional school options that unfold naturally from it. And, every major has non-traditional paths that will emerge or that you can create as your interests and talents develop.

Resources to help you discover career options, as well as for the other career objectives outlined in this *Real Talk about Careers* section are described in the remainder of this unit.

Resources for Career Discovery and Development

Career services at Georgia Tech is more of an ecosystem than any one place or team, yet the Center for Career Discovery and Development (C2D2) is the central hub for "all things career." As you progress through your time at Tech, you are likely to find that career advice, opportunities, and resources come to you from a variety of sources, including faculty, academic advisors, various staff in your College (including some who are career advisors), and even fellow students. And you'll find that workshops on career topics, plus networking events and career fairs are held in a range of locations around campus. Some apply to students of all majors, while others are offered just for your major, your School, or your College.

C2D2 has vibrant internship and co-op programs, career education workshops, pre-graduate and pre-professional advising, specific major-related career advising, resources, and much more. This section focuses on these resources of C2D2, but we encourage you to explore additional career resources on your College's website to expand your awareness of what's out there for you.

The Center for Career Discovery and Development (C2D2)
Bill Moore Student Success Center
www.career.gatech.edu

Connect Online with C2D2

The C2D2 website is a good place to start getting acquainted with what we offer. Be sure to browse the *Undergraduate* section and take a look at the events listed on the home page and in the *Events* section.

When you go to our site, you'll be greeted by our chat bot named BuzzBot. You can ask BuzzBot questions and get pointed in the right direction for answers.

CareerBuzz

CareerBuzz is our platform that links you to career opportunities, including internships, co-ops, part-time, and post-graduate jobs. You can upload your resume for employers to review, sign up for on-campus interviews, and receive recruiting announcements and event information. CareerBuzz allows you to search for employment opportunities based on your interests and experience. You might not be ready to apply for work opportunities yet, but you should go ahead and activate your CareerBuzz account as it's the best way to stay on top of all the career-related events and announcements, as well as to start exploring what's out there.

**Click <u>here</u> to activate your
CareerBuzz account now!**

Career Advising and Career Counseling

When you think about careers or employment and find yourself saying things like "I don't know what I want to do…," "I don't know where to go to find…," "I don't know how to get…," or "I'm confused about…," you don't have to go it alone. There are online tools and resources and plenty of actual humans to help you figure things out. No one is born knowing how careers evolve, how to find jobs, or how to decide about going to graduate or professional school. And you probably weren't taught these things in high school.

The Center for Career Discovery and Development is dedicated to ensuring that you are educated about careers, guided in exploring your options, taught the skills of career management and job search, and led through the process of applying to graduate/professional school or for prestigious fellowships.

Career Advising

Career advisors in C2D2 can help you develop your professional identity within your chosen field of study as well as help you discover how you can transfer your skills and pivot from one field to another. Advisors can help you find and apply for internships, co-ops, and jobs, as well as help you build your professional network.

Before meeting with a career advisor, it's best to review the resources available on the C2D2 site to make the most of your time with the advisor. Here's an order you might find useful:

1. Read the [Get Started page](#) of the *Undergraduate* section

2. Watch short videos on any topics relevant to your situation in *CareerSpots*
3. Watch more detailed videos on any topic you need help with in the *C2D2 Video Series*
4. Use tools such as *Optimal Resume* and the *Virtual Career Library*.
5. International students will find helpful advice and resources in the *H1Base*.
6. Browse the FAQs.

Taking those steps will help you get a head start on the basics, so that when you meet with a career advisor, you can drill down more deeply into your specific questions and concerns and receive more personalized coaching and advice. When you're ready to meet with a career advisor, you can make an appointment through CareerBuzz, or for quick needs, can see an advisor through the C2D2 walk-in hours. The walk-in schedule is posted in CareerBuzz and on the C2D2 site.

In addition to C2D2's career advising, your College may also offer career advising. For example, the Scheller College of Business and the College of Computing have robust career development programs for their students. Other Colleges at Georgia Tech might not have individuals officially named with a career advising sort of title, but all Schools and Colleges provide career support through various faculty and staff.

Career Counseling

There might be times during your years at Georgia Tech when career advising just doesn't seem like enough. Career advising tends to be tactical and strategic, addressing issues such as "How could my resume be stronger?" "How do I conduct myself in an interview?" "How can I position myself as a solid candidate for an internship or co-op?" Career counseling, on the other hand, digs a bit deeper. While career counseling may address the tactical issues as well (just as career advisors may also get into the deeper stuff), career counselors primarily focus on you and the broad range of career concerns you might have.

Career counseling is a process that will help you know yourself better and understand the world of work in order to make career, educational, and life decisions. The goal of career counseling is not only to help you make the decisions you need to make now, but to give you the knowledge and skills you need to make future career and life decisions.

Career counseling is not a quick fix to your problems, nor is it a crystal ball into your future. Career counselors don't take the place of your academic advisors. You'll need to meet with your School's advisors for guidance in planning your coursework and ultimately choosing or changing your major, though career counselors definitely can help you explore your decision-making process around majors. Instead, a career counselor is someone you can feel free to speak openly with about your thoughts, ideas, feelings, and fears about your career and educational choices. If you think career counseling would be helpful to you, schedule an appointment with a C2D2 career counselor through CareerBuzz.

Pre-Graduate and Pre-Professional Advising

If you are considering attending professional or graduate school or pursuing a prestigious fellowship, the Pre-Graduate and Pre-Professional (PGPP) advising team within C2D2 can help. We support students and alumni considering careers in academia, health, law, and K-12 teaching, as well as applying for prestigious fellowships.

**Is there a career in health, law, or teaching in your future?
Think you have what it takes to be awarded a prestigious
fellowship? Find out how to explore or plan a strategy for these
pursuits through the <u>Pre-Graduate and Pre-Professional
Advising resources and information</u>. To make an appointment
with a PGPP advisor, go to <u>GradesFirst</u>.**

The "pre-" in our name refers to what you do before applying for programs that will train you to become a lawyer, a K-12 teacher, a doctor, or other health care professional. You cannot major in a "pre-," but Tech does offer some minor and certificate options in pre-law and pre-health. Pre-Graduate helps you discover avenues for advanced study in all academic disciplines. If you believe an advanced degree or a career in research may be in your future, make an appointment to learn more about graduate study and how to pursue a master's or Ph.D.

Pre-professional Options on Campus

Pre-Health provides you with resources and events to explore health careers and to navigate the professional school application process to become a physician, dentist, veterinarian, or many more health profession options. A pre-health advisor can provide you with informed support and help you learn more about becoming a health professional through workshops, advisement, info sessions, weekly digests, and more.

Pre-Law assists as you consider a legal career. A pre-law advisor can help you learn about job options within the law, engage in career exploration opportunities, and support you in the law school application process.

Pre-Teaching provides you with resources and opportunities to explore a career in K-12 education. Learn about your options for becoming a teacher directly after Georgia Tech, after a post-doc, or through a career change once you become an alumnus/a and have been out in the work world a while.

Prestigious Fellowships

Prestigious fellowships are merit-based financial awards that support study and research in the U.S. and abroad. An advisor can help you identify and apply for nationally competitive scholarships such as Rhodes, Goldwater, and Fulbright. The application process is also a chance to reflect on your career goals and personal development. It's not too early as a first-year student to start learning about the many fellowships available so that you are aware of deadlines and the steps to take to make yourself a viable candidate for the one you want.

No matter which of the tools, resources, workshops, and advisors described in this section end up being the most useful for your particular career needs, know that the staff of the Center for Career Discovery and Development, in partnership with many other campus organizations, faculty, and staff, is here for you. We are committed to innovation and excellence that helps you discover your sense of purpose, develop 21st century workplace competencies, and position yourself for satisfying and successful careers in a complex world.

Experiential Education

Experiential education is learning that is integrated and applied in a real world, professional position. Rather than just study the work, you actually do the work. The two main types of experiential education available at Georgia Tech are **co-operative education (co-op) and internships**. More and more employers seek to hire employees who have direct knowledge of how "work works," not just knowledge from classroom learning, so co-ops and internships are a great way to position yourself as a strong candidate for jobs when you graduate. They're also an excellent way to explore your career options and figure out what you do and don't want to do.

Why should I do internships or co-ops?

- Gain valuable professional experience to position you well for jobs at graduation
- Discover if what you think you want to do after graduation matches the reality of actually doing it
- Acquire practical experience and knowledge of how work works
- Accrue audited credit hours (without tuition or fees!) that count towards your full-time student status
- Receive transcript designation (co-ops and internships)
- Earn diploma designation (co-ops only)
- Get paid!
- Earn academic credit (some internships)
- Develop a network of contacts that can help in your career
- Possibly receive job offers after co-ops or internships

Co-operative Education (Co-op) Program

Georgia Tech's co-op program is a co-curricular program designed to complement your formal education with paid practical work experience directly related to your major. Co-ops exist for all engineering majors as well as many majors in other colleges. As a co-op student, you alternate semesters of on-campus study with semesters of full-time employment (a minimum of ten weeks) across six semesters. You are classified as a full-time student whether you are in a working semester or a studying semester. By the end of your co-op, you will have three full terms of experience that are the equivalent of one full year of professional work experience. You will also receive a designation on your transcript and on your diploma for your accomplishment. The best time to begin a co-op is in your sophomore year.

To learn more about co-ops, take these steps:

- Read the info on them on the C2D2 website.
- Activate your account on CareerBuzz to see co-op listings.

- Watch for announcements (on CareerBuzz, on the C2D2 website, and around campus) of workshops and webinars on how co-ops work.
- Attend employer info sessions to learn about companies that hire co-ops.
- Attend the C2D2 all-majors career fairs in September and February.
- Ask your academic advisor or faculty about co-ops they are aware of.
- See a career advisor in C2D2 for personalized guidance after you've done your homework to learn the basics of co-op (i.e., the steps above).

Internships

As with the co-op program, Georgia Tech's internship program is designed to complement your formal education with practical work experience. Internships provide you opportunities to work in your field of study, determine if you have an interest in a particular career, earn money and/or academic credit, and create a network of contacts. Internships are major-related, full-time or part-time work experiences that help you better understand the practical applications of your academic studies.

Unlike co-ops, internships are single-semester opportunities. Full- or part-time employment in the fall or spring requires a minimum of 16 weeks; summer internships are for a minimum of 10 weeks. You typically intern for one semester and can participate in multiple internships. In some cases, you have the option of working for two consecutive terms (e.g., spring and summer or summer and fall). Full-time work assignments require a minimum of 35 hours per week. Part time assignments are 10 to 34 hours per week.

Internships can be in the United States or abroad. Global internships are managed in partnership with the Office of International Educations
To learn more about internships, take the following steps:

- Read the info on them at: http://career.gatech.edu/undergraduate-student/internship
- Activate your account on CareerBuzz to see internship listings.
- Watch for announcements (on CareerBuzz, on the C2D2 website, and around campus) of workshops and webinars on how internships work.
- Attend employer info sessions to learn about companies that hire interns.
- Attend the C2D2 all-majors career fairs in September and February.
- Ask your academic advisor or faculty about internships they are aware of.
- See a career advisor in C2D2 for personalized guidance after you've done your homework to learn the basics of internships (i.e., the steps above).
- For pre-law, pre-teaching, and pre-health internships, contact the respective pre-professional advisor in C2D2 and review those programs' websites.

Experiential Education for International Students

Co-ops and internships are available to international students from employers that accept international applicants for their co-operative opportunities. International students in F-1 status are eligible to work legally in the United States under Curricular Practical Training (CPT) and/or Optional Practical Training (OPT). To be eligible for either CPT or OPT, F-1 students must be in full-time student status for one full academic year prior to beginning employment.

International students who wish to obtain CPT or OPT work authorization should contact the Georgia Tech Office of International Education. International students often have additional requirements, and you should therefore plan as far ahead as possible if you wish to intern or co-op while at Tech. For more information and contacts, go to www.oie.gatech.edu.

Resumes

You have more control in your career launch process than you think you do. The first step to really feel in control is crafting a resume that reflects your hard work and attention to detail. Putting it down on paper can be tough because you have to recall and prioritize achievements and accomplishments. Where do you start? What do you include? How detailed do you need to be? Take heart, because resume work doesn't mean you have to be especially creative, nor do you need to show deep proficiency in a range of skills and experience areas right now. All you have to do with your resume is show a hiring manager that you have potential, and that the work you've done demonstrates what you're capable of doing for the target employer.

You'll begin by organizing your experience into easy-to-identify sections. You'll see how to construct your resume through the details and examples on the following pages, but for now, here's some rationale for you to use:

The best way to succeed with your resume creation is to visualize another person—a hiring manager—reading it. Typically, industry professionals spend no more than a few seconds scanning a resume to decide if they want to read for details. By dividing your resume into clearly defined sections and using words and phrases designed for rapid comprehension, you can grab a hiring manager's attention. You probably will never have a complete sentence on your undergraduate resume, and should rely on (technical) nouns and verb phrases only, often formatted with bullets. Again, more on this later. For now we're just hitting the highlights to help you get into a resume-development mindset.

What about length? Here's a simple rule: confine your resume to one page until later in your undergraduate career. By around your third year, when you've been engaged in class projects in your concentration, have acquired an internship or co-op, added to your skills, and been active on campus, it will be difficult to confine yourself to one page. At that point, you're likely to go to a two-page resume, and can sometimes squeeze in a third page addendum of project details if necessary, unless a company specifically calls for one-page resumes.

Finally, don't try to craft your resume at one sitting because you might forget some important details. Create a draft and go back to it as needed.

To learn more about the specifics of crafting your resume:

- Watch C2D2's GT 1000 "Crafting Your Resume" video
- Read more about Resume Appearance and Organization
- See sample resumes written by Georgia Tech freshmen

Resume Appearance and Organization

Do sweat the small stuff when it comes to how your resume is organized and how it looks. Key things to keep in mind:

- Maintain one-page length (for first couple years of college only)
- Use a simple font, such as Calibri, Arial, Times New Roman
- Separate sections with white space for clear delineation of content categories
- Use bullets and bold to focus the reader's attention
- Maintain uniformity of length and construction of bullets
- List items in reverse chronological order (starting with most recent)
- Remain consistent with formatting throughout
- Try not to go smaller than 11 pt. font
- Keep left and right margins no smaller than one-half inch, and ideally one full inch.

No matter what, keep in mind that a visually appealing resume with a balance of text and open space draws a reader in, while a cluttered, crowded resume with too many styling elements does nothing to invite a careful read.

Language

The rules of resume language are not the same as the ones you learned in middle school. Resumes are written with brief, concise points and way more nouns and verbs than adjectives and adverbs. Some tips:

- Use verb phrases; avoid complete sentences
- Police for errors, either grammatical or spelling
- Remove pronouns
- Spell out acronyms unless they are widely known
- Review all the above every time before sending

Now let's look at how all these "rules" shake out when you work on your resume section by section.

Typical First-Year Student Resume Sections

Your resume will have a header for personal contact information, plus five or six sections. The information and details you include in these sections will provide a recruiter with the details of your work, and show exposure to the technical aspects of your area of concentration. Your goal with your resume is simple: show a recruiter what you've been exposed so that he or she can see how you can contribute to the overall success of a company. You won't necessarily have work experience yet in your field, so showing exposure to core concepts and theory, equipment, software, lab work, data, and communication/leadership will give some idea of your potential as a new hire.

The order of your sections matters because it's a ranking of your acquired knowledge and experience. Once you've gotten a job in your field—usually an internship or co-op—the Experience section will always follow Education. But most first-year students have not worked in their chosen field, so you will want to show your academic and intellectual pursuits first, which will mean your Skills and Academic Projects section will follow Education for the time being. The posted examples further along in this unit provide illustration of this. Section content (and order) are provided below:

Header (Personal Information)
- Use larger font for your name (typically 16-18 pt works well)
- Provide city and state where you live at the time you are applying for work (either school or permanent home)
- List one email address, and make sure it isn't a goofy-sounding one
- Include one phone number – almost always your cell
- Give your LinkedIn profile URL, if you have one

Section 1: Education
Keep this section simple and streamlined. It should not be more than a few lines.

- Begin with this section until after graduation
- Use reverse chronology, starting with your current status as a Georgia Tech student and working backwards through any other colleges you've attended (if you transferred here) and then high school.
- Remove high school listing *after* first year of college
- Provide anticipated university graduation date, such as Spring 2021
- List GPA, if above 3.2
- Include certifications and awards
- Show study abroad

Section 2: Skills
Here is the heart of most undergrads' resumes. It's a posting of everything marketable you know, took time to master, or have been exposed to. If you used a particular software or application in class, equipment or instrumentation in lab, worked with data, communication, report-writing, and aspects of leadership, you'll want to include it. Many of these skills will be the concepts you learned in class. You may use those concepts from your courses as early as the first week of the semester. Note: these concepts are what you learn in class, often theories and procedures, not the course titles. Look through the syllabus and text book to find them. Skills—often technical nouns—translate as key words, which are vital on a resume.

All companies will scan your application materials for *key words* to gauge your exposure; often, some of these words will be in the job posting. *Key Word Search* edits out resumes that don't have enough information about the candidate, so be aware. Include any word/term/concept you think will be useful/relevant to a hiring manager. Some possible Skills section subcategories are Concepts (learned in classes of your major/minor/concentration); Software/Applications; Instrumentation (equipment); Lab Protocols; Computer Languages; Spoken Languages;

Communication; Music; Athletics; Artistic or Design Skills. You may have even more than these, so use them. They can possibly be key words, but also show that you're a *package* of skills and abilities, not just one defined area. Employers always seek new hires who are well rounded and multi-faceted.

- Think of your Skills section as a list of nouns, with no qualifiers (other than qualifying spoken language by level of proficiency, e.g., "Mandarin (fluent)" or German (basic proficiency)"
- Break down into categories
- Add to your list every semester
- Include concepts/theories/protocol learned in lecture, lab, on a job
- Avoid using "coursework" as a category, instead show what you specifically learned in class

Section 3: Research
If you have conducted formal research (in high school, or on a job), you may use this section. Many students implement this section later in their college career, but some first-year students have this area already in their background. Research is a great section to incorporate because it shows that you can formally analyze and possibly solve a problem by using quantitative and qualitative methods, plus utilize lab equipment and/or data.

- List the topic, plus date and location
- Create short bulleted list of duties
- Show what, how, why, and findings (where applicable)

Section 4: Academic Projects
Even first-year students will be able to use this section because of the nature of your hard work in high school. A 'project' can be a group or individual assignment; can come directly from a class or be self-assigned; has a defining goal and evaluation component; shows you using equipment, theory, concepts, and/or data in a focused area of study or problem solution. Academic projects do not have to originate in your major at this point in time. Detailing one to three projects can show your attention to detail and ability to sustain study. **Often, this particular section is a favorite with recruiters and may be where you're asked the most questions at a career event or interview.** Update this section each semester, and use it to showcase your hard work and intelligence.

- Provide title/topic, date
- Implement 3-4 bullets that include duties, steps
- Show what, how, why, and sometimes findings, just like in the Research section

Section 5: Experience
The Experience section is devoted to work for compensation. If you were paid, you will place the entry here. If you were not paid/were a volunteer, you will use that information in Leadership, the following section. **The exception is if you have worked as an unpaid intern**. Because of the value of the word 'intern,' you'll want to showcase it in Experience, even if you didn't receive monetary compensation. While Experience will probably later be solely devoted to work in your field or major, at this point, it does not matter. **Translation: don't worry about relevance of the job**. All work counts in the mind of a recruiter. This section can be important for you because it shows that you're reliable, dependable, can show up on time, multi-task, and follow through. Hiring managers are always attracted to candidates who have previously worked, no matter the job.

   a. Provide name of company, position title, plus dates
   b. Include 2-4 bullets of duties
   c. Avoid long "laundry lists" of job duties. Just hit the highlights, and where possible, state something you accomplished beyond basic duties.
   d. Use action verbs to begin each bullet
   e. Avoid complete sentences
   f. Use chronological order, unless you seek to highlight a previous job

Section 6: Leadership
This section can also be of great value to you because it shows you have a life outside the lab or classroom and that you are aware of your community and the world. It also showcases your ability to take part as well as lead. You can include involvement on campus, or in your community, and a detailed leadership section will also show your communication skills, which will interest a recruiter. This section should be easy for you to complete because active community involvement—henceforth known as 'Leadership'—was one of the requirements to gain admission to Georgia Tech. Employers want more than coders or logistics specialists; they also want someone who gets along well with others and shows empathy and trustworthiness. A well-crafted Leadership section goes a long way to proving these aspects of you. Remember that all companies seek well-rounded individuals.

   • List organization, dates
   • Include 2-4 bullets of duties
   • Might also include list of memberships, activities

Utilizing these five or six sections means that you can deliver information hiring managers need in a quick and thoughtful way. You're giving them what they want, which is the key to successful communication in the workplace. The details you provide within these sections provide a glimpse into your history and commitment. You are showing that the work you've done can work for the company, and you're being efficient with delivery of that information. You've displayed all the components of your academic and professional background, and now the hiring manager can pose good questions to you, so he or she can gauge your fit. You will find two examples on the following pages that give you a good idea of what your completed resume will look like.

And, once you've finished your first resume, be sure to revisit it every semester. This creates continuity and means you won't forget an academic project or skill picked up in a certain class that might have some relevance in your job search.

Sample Resumes

Student Name

Email   City, ST
Phone   LinkedIn url

EDUCATION

Georgia Institute of Technology, Atlanta, GA   expected May 2021
- Candidate for Bachelor of Science in Materials Science and Engineering
- Honors Program

Hillgrove High School, Powder Springs, GA   May 2017
- High School Diploma with Honors, GPA: 4.00/4.00
- AP Chemistry Student of the Year

SKILLS

Lab: Calibrating calorimeter, spectroscopy, titrations, calculating mass of substance
Instrumentation: Spectrometer, Bunsen burner, burette, pipette, electronic scale
Programming: Arduino (C/C++), Matrix Laboratory
Communication: Presentations, research papers
Music: Percussionist, mallet instrument specialist
Athletics: Soccer player (Defender)

PROJECTS

Senior Project   Fall 2014
Built robotic arm from sheet metal to completion, including coding and circuitry.
- Utilized a number of tools, including: belt sander, drill
- Communicated and worked with adult mentors from the community
- Learned and applied basics of coding of the Arduino Program
- Clipped and soldered copper wires to small circuit board

EXPERIENCE

Camp Cheatham Hill, Marietta, GA   Summers, 2012 – present
Camp Counselor
- Monitor 30 children through various daily activities, ensuring safety
- Collaborate with fellow counselors to create activities based on weekly themes to ensure positive learning
- Clean up camp (spray tables, sweep floors, take out the trash)

LEADERSHIP

Hillgrove Marching Band, Section Leader   August 2013 – December 2014
- Helped band directors disseminate information and instruction
- Set standards for section at each rehearsal, game, and event

Math Now and Science Rocks, Tutoring Programs, Communications Manager   March 2013 – May 2015
- Communicated information about middle school tutoring program on social media and in an e-newsletter
- Managed inquiries from interested tutors, assigned tutoring jobs, and coordinated schedules

First and Last Name

phone ▪ email ▪ City, ST ▪ LinkedIn URL

Education

Georgia Institute of Technology – Atlanta, GA   Expected graduation May 2021
Candidate for Bachelor of Science in Computer Science

Charlotte Country Day School, Charlotte, NC   May 2017
High School Diploma, Summa Cum Laude
GPA 4.333/4.0
National Merit Commendable Scholar
Charles Harris Mathematics Award

Experience

Intern, Comporium Communications – Rock Hill, SC   May 2017 – Aug 2017
- Observed interactions between Internet of Things startups and their investors
- Helped create non-profit designed to coordinate STEM opportunities in the region and state

Intern, Geographic Information Systems of Rock Hill – Rock Hill, SC   Aug 2016
- Worked with ESRI's ArcGIS software and an accompanying database
- Coded Python scripts that currently back up Rock Hill's geographic data nightly

Skills

Programming: Java, C#, XAML, XML, Python, Monogame, Team Foundation Server
Concepts: Object-oriented programming, data structures, computer organization and programming, linear algebra, multivariable calculus, discrete mathematics
Instrumentation: NMR spectrometer, IR spectrometer, vacuum lines
Communication: Presentations, Email, Audit, Lab write-ups, Meetings, Symposium
Language: Spanish (intermediate), English (native)
Music: Alto Saxophone
Clubs: Navigators, Big Data Club

Research

Research Assistant, UNC Charlotte – Charlotte, NC   May 2015 – Aug 2015
Synthesis and characterization of nine previously undiscovered indium complexes
- Tested ligands that can be used to combat Wilson's disease and make new antibiotics
- Will soon be published in a chemical journal as a part of a larger project

Leadership

Catalyst Student Ministry Leader – Fort Mill, SC   Aug 2015 – present
- Mentored middle school students during weekly small group
- Organized summer day trip for high school students

Steering Committee Member, Rolling in Rock Hill – Rock Hill, SC   Aug 2014 – present
- Worked in warehouse to help paint homes of elderly and disabled free of cost
- Joined as a member of the steering committee to assist in planning and in home selection

Cover Letters

Cover letters—also known as application letters—serve a simple purpose: They provide a narrative and a bit of a timeline that shows how your previous experience and exposure can work for the target company. They "cover" your resume, in that they provide an introduction and help direct the reader's attention to how your resume's content relates to the work opportunity for which you're applying.

A cover letter succeeds when it is tailored to a specific job. You craft a cover letter based on either specific qualifications or duties noted in the job posting, or research you conduct about the job and company.

Cover letters are formulaic, which means you don't have to be especially witty or creative. All you need to do in a cover letter is provide three skills, or areas of knowledge or experience, that you possess and that match the needs of the company, and show how you've implemented them. Humans, especially hiring managers, are curious animals. Providing examples about how you've used and acquired skills satisfies that curiosity, but also helps a reader visualize you at work.

These letters are not devoted to you simply stating that you're a hard worker, problem solver, quick learner, analytical thinker, and other jargon-ish terms. Rather, they show tasks and duties and skills that you specify for consideration by the company. For example, don't just state you're a problem solver; describe a problem you solved, and how. And maybe provide the end result or outcome.

A well-crafted cover letter can snag you the interview through its effective use of relevant detail, so you'll usually want to create one every time you apply for a job. These letters also help you begin to organize your thoughts about what you've done so far, which can help in responding to interview questions.

LinkedIn, Thank You Notes, and More

Using LinkedIn for Your Career Discovery and Development

LinkedIn is the premiere professional social media site, with around 450 million users across the globe. It can be a great resource and marketplace for career launch and mobility. You may think of it as the 'buttoned-down' version of Facebook. You can communicate and reach out to others in your field—and those just starting out–and find out about career opportunities and who's hiring in them. You'll want to make use of it as soon as you can, so you should create a LinkedIn profile during your first college year, if you haven't already.

Anyone around the world can view your profile, so you'll want it to reflect what you know and want and the skills you have to offer. Once you've completed your current resume, you can set about creating a LinkedIn profile.

Begin with a photo. Always make it professional and smiling. And watch the background. A profile with a smiling photo is 70 % more likely to be read. And a smile shows you're likable.

Create a headline that can showcase your skills, specialty, or targeted job. "Honors Computer Science student seeks coding career," or "International Affairs first-year student enjoying data analysis." If you seek a position, state it. If you're having success with a certain study at school, let your readers know about it.

Avoid the dumb stuff. Minimize the use of words like "motivated," "creative," "analytical thinker," "problem solver," "driven," and so on. You get the point. If it sounds like an overused buzz word, it probably does to everyone else.

Add media any time you can. HotLinks, PowerPoint, presentation videos, project videos, and animation are just some of what you can use. Not only is media more fun than text, it has energy, which you want to make use of.

Highlight projects. You'll have many over the course of your college career and beyond, so use them. Projects provide evidence you can do the job. Many of you will have good ones already from high school, so you can highlight a project you're proud of on your LinkedIn profile.

The focus of your LinkedIn profile is the Summary, which is about two to four paragraphs in length that states what you know, what you've been doing, what skills you've learned, what you're good at, and how you'd like to find a purpose for it all. But, as a first-year college student, you may not have much of that. So here's a suggestion: Paste in sections or excerpts of your resume instead of writing a more bio type of summary. In another year or two, you can craft a Summary like the ones you see for more experienced professionals on LinkedIn, but right now, use that resume you've worked so hard on.

Build a network on LinkedIn, connect with people you find of interest or in your field, and engage your new connections. You'll be hearing the word "network" used a lot as a verb, so you should start networking now. It will help you with your career launch.

Add your LinkedIn URL to your email signature line. It will generate interest.

Join and participate in LinkedIn groups, such as Georgia Tech Alumni, or industry groups from your concentration.

Crafting that Pesky Thank You Note

Armed with your new resume, you just might want to immediately wade into the world of career events, career fairs, employer information sessions, or alumni-student professional nights sponsored within your major. You're more ready than you think, so give it a try. After you've introduced yourself (a sample script for you to adapt follows on the next page), you should be able to engage a recruiter or alumnus/a in conversation. If that happens, be prepared to ask good questions, listen to the responses, and respect that person's time. If you make a good connection, he or she might ask for your resume, so they can take it back to the company with them. You should then ask for their business card. After you leave, you might want to take notes about the exchange. Then, *the next day*, craft a thank-you note. An electronic one will be fine.

A thank you note needs to be brief and cheerful, with just a bit of specificity. The note accomplishes three goals: reinforces your name to the recruiter; reminds the recruiter what you discussed, when and where; and provides satisfaction through its expression of gratitude.

Write out a thank you note every time you work with a recruiter, hiring manager, or professional. And it is especially important to do so right after an interview. If you get into the habit of crafting these notes now, it will be second nature to you by the time you begin the formal career acquisition process.

Usually, these notes are only a few sentences. Example:

> *Thank you for taking the time to talk to me at the Georgia Tech Career Fair Monday, September 3. I am especially interested in your [company name goes here] because my coursework in logistics means I can help with your new supply chain initiative. I know you met a lot of students that day, so to refresh your memory, I'm the one who spoke about my logistics role volunteering with food distribution for my local community food bank. I'll be applying for an internship with your company through CareerBuzz, like you suggested, and hope to join you.*

Or:

> *Thanks for talking to me and my classmates during your information session at Georgia Tech Tuesday night. I learned a lot about how I can use my ME coursework and expected degree to become a consulting intern with you. I'll be following the application steps you outlined and look forward to joining your team.*

How to Introduce Yourself at a Career Event

So, you're at a career fair and you've reached the front of the line to talk to the co-op or internship employer of your dreams. You know you only have about 30 seconds, or maybe a few minutes if you're lucky, to make a positive connection. Or, you're at a networking event where alumni are on hand to help you learn about their fields or help you pave a way into their organizations. What in the world do you say to these recruiters, alumni, or other potential windows to opportunity?

You should never expect a hiring manager, recruiter, alumnus/a or company representative to initiate conversation with you at a professional event. Instead, you will usually need to open with what is often referred to as an "elevator pitch" – a brief introduction of yourself and a conversation starter. This is one of the few things in the job search process that you'll want to script and memorize rather than trying to improvise on the spot. Of course, when you do say it, you don't want to sound scripted. So you'll practice your script until it sounds natural.

Begin by using your resume to reflect on who you are, what you've done, what you're looking for, and what you can bring to the company.

When you're ready to use it, extend your hand, shake, then try something like this:

> *Hi, I'm [your first and last name here], a first-year student majoring in _____. (Could add GPA, if 3.2, or above)*
> *I'm experienced with ___; (Defined area from your Core study/Major/Concentration/Minor)*
> *knowledgeable about ___; (Tool, Software, and/or Equipment, Data)*
> *interested in ___. (Aspect of Design/Process/Coding/Lab Protocol/something from Communication/Leadership, or both)*

> *Are there opportunities with [company name] where I could make a contribution and learn more about working in your field?* Or,

> *Do you have any opportunities for someone with my strengths?* Or,

I've research [company name] and am particularly interested in what you're doing in the area of [name a special initiative, product, or project] and am wondering what opportunities you might have for me.

Having a brief prepared "infomercial" about your work will help you grab the attention of the recruiter or hiring manager.

So, this section has been all about the communication aspects of your career process – telling others who you are, what you can do, and what you want through your resume, cover letters, LinkedIn profile and activity, thank you notes, and "elevator pitch." No matter which form of communication you're working on, don't forget to put yourself in the other person's shoes. What do they need? What is likely to be relevant information to them? How can you make a difference at their organizations? If your written and spoken career-related communications, in-person and virtual, start from this perspective, you won't go wrong.

Communication and Relational Skills

GT 1000 is designed to help students develop their communication and relational skills, and, to that end, offers opportunities to connect with faculty, staff, and fellow students.

The topics in this section range from interacting with faculty, appropriate email etiquette, reflective writing, and group dynamics.

Contributors to this Unit

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Interacting with Faculty

Jennifer Kimble, Donna Llewellyn, Ph.D., & Joyce Weinsheimer, Ph.D.

A considerable amount of research shows that student-faculty interaction is a crucial part of success in college. As you look ahead to applying for internships, co-op positions, scholarships, even graduate school or your first job, strong letters of recommendation from your faculty will be an important part of the application process. Therefore, you should start to get to know your faculty early—as soon as your first year—and being to develop meaningful professional relationships with them. Below are some tips in cultivating relationships with your instructors.

1. You will have large lecture classes for many of your first-year and sophomore level classes. Don't be intimidated in getting to know your professor. Every faculty member has office hours that are typically listed on the syllabus. Attend them. Ask meaningful questions about the course during them. IF the class size is intimidating, try to create study groups and cultivate online resources to help make the class seem smaller for you.
2. Attend every class and sit as close to the front and center as possible. Make sure you are prepared to learn and have no distractions on your desk (eating loud/smelly foods, phones, etc.). Be aware of your body language. Look alert and interested. Don't slouch in your chair. Don't dress like you just rolled out of bed. If it's a class where you have a laptop, don't have Facebook, Twitter, or websites not related to the class open; no texting, and keep your ringer on silent! Give the class and the professor your utmost attention and be respectful. Professors can tell when you are multitasking during their lecture.
3. View the class as a true opportunity for learning. Go deeper with the subject matter. Explore how a concept from one class can be applied to another. Read any articles the instructor wrote about the topic.
4. If you have to miss class, get the notes from a trusted classmate. You may want to apologize to the instructor for missing class and check if he/she made any announcements to the class. (Don't ask if s/he "covered anything important in class"—everything in class is important!)
5. When you communicate with faculty through e-mail, do so appropriately and professionally. Don't write to a professor the same way you do to your friends. (See "Communicating Professionally through Email" for more advice about emailing professors.)
6. Take advantage of your professor's office hours—and use them appropriately! Here are some examples of how to interact with professors during office hours.
   - If you stop by without an appointment during office hours, ask if they have 10 minutes to talk about X. Be cognizant of his/her time and keep your questions to 10 minutes. Have questions written down to help you stay on track. Remember that faculty have other responsibilities (meetings/reports/projects/etc.) that demand their time. If it is not a convenient time, offer to send him or her a short email to schedule an appointment (and be sure to follow through).
   - Start off the conversation by introducing yourself (name, major, and what class you have him/her for). For example, "Hi, I'm Taylor and I'm in your 3pm General Chemistry course. I wanted to ask you a few questions about yesterday's lecture on acid-base reactions. Is this a good time?")

- If you have a diagnosed disability and are registered with the Office of Disability Services, share your Faculty Accommodation Letter with your instructor at the beginning of the semester and discuss the testing and/or other accommodations that you will need.
- Ask questions about an upcoming assignment to make sure that you understand it correctly or that your approach to the assignment is valued by your instructor. For papers, you might share an outline or ask for feedback on a draft.
- If you aren't doing well in a course, go to office hours IMMEDIATELY. Don't wait until the end of the semester when it is too late for you to get help. Give your instructor a chance to help you figure out what's going wrong and how you might improve your learning. Be ready to talk about what you're doing and the results you're getting. Your instructor may be able to suggest another approach that will work better for you.
- Avoid questions that might offend your instructor. "Did I miss anything important?" "Will this be on the test?" "Will you give me an 'A' for this?" Instead, let your instructor know that you want to learn. You are seeking guidance about (1) the best way to increase your understanding of the course content and (2) how to demonstrate what you know on a paper, project, or test.
- If you receive a grade that you disagree with on an assignment or a test, talk with your instructor about the situation in a way that opens rather than closes the conversation. Rather than demand that your instructor change your grade, ask your instructor for feedback. How could you have answered the question more effectively? What would have been a better approach? Occasionally faculty make mistakes during the grading process, and it's ok to discuss this possibility. Raising your concerns in a respectful manner, however, is key to a good discussion.

7. If you have really enjoyed a particular professor's class or you feel a certain professor has made a difference in your education, take advantage of the "Thank a Teacher" program coordinated by the Center for Teaching and Learning (CTL). Just like you enjoy being acknowledged for doing good work, so do your professors! The link for this program can be found at here: Georgia Tech Thank a Teacher Program.

8. "Take a Professor to Lunch" is offered each semester and is coordinated by the Student Center Programs Board. Keep an eye out for banners and advertisements in *The Technique.* Typically, faculty are honored to be invited. If you are uncomfortable or nervous about eating lunch with a professor on your own, ask a classmate to join you—and make it a small group. Be prepared to make small talk during the lunch, discussing how your instructor became interested in teaching, doing research at Georgia Tech, or why you might be interested in going to graduate school.

9. Read some of these "Words of Wisdom" on how to interact with faculty directly from Tech faculty themselves:

"I really encourage students to use office hours. It kills two birds with one stone—get to know your professor and get help with class work! I've had some students express fear that if they constantly come to me for help I won't be able to say they are a good student when it's really quite the contrary." –Chemistry professor

"I also think that little things go a long way. I notice when students call me by name when they see me in the hall or on campus. I notice when they ask me questions after

class or during recitation, etc. All of those little things can add up to make a much larger impression on a professor." –Chemistry professor

"I would recommend that students attend any social functions (cookouts, poster sessions, etc.) sponsored by their major department and talk to the faculty in an informal setting. Also, the 'Take a Prof to Lunch' is an easy way for them to talk to a professor in a one-on-one setting." –Biology professor

"Ask your professor to allow you to interview them about careers and/or their career. Ask your professor to lunch. Get in the habit of asking course related questions either during or after class or during office hours. If you are in a large class, form a small informal study group and then have the whole group go to office hours to clarify the things that are not understood." –Chemistry professor

Communicating through Email
Steven Girardot, Ph.D.

Few tools are as critical to academic or professional success as e-mail: when you have a question about an assignment, when you would like to make an appointment with a professor or advisor, or when you need to inquire about a letter of recommendation, e-mail will often be the most efficient and trustworthy means of reaching your professors. You will also be using e-mail to communicate with potential employers (for co-op jobs or internships as well as on-campus positions). It is important to keep in mind the distinctions between an e-mail to be sent to a faculty member, administrator, or potential employer and a quick note that you might send to friends or family. A message to one of these individuals is a type of professional correspondence, and it requires a particular sort of etiquette, professionalism, and respect. Beginning and e-mail with "Hey…" is not appropriate. Here are a few guidelines to keep in mind when corresponding with a faculty member, employer, or administrator:

1. In written or verbal communication, always start with a salutation and address faculty and administrators as "Dr." or "Professor" or their professional title (such as "Dean") preceding their last name—unless they have indicated it is okay to call them by a more casual name or their first name.
2. If you are unsure, it is always better to err on the side of a higher title. Almost all of your faculty will have doctorates (PhDs) and will go by "Dr."—but if you are not sure, use the title anyway. If you are e-mailing an employer, it is appropriate to use Mr. or Ms. (but not Mrs.), unless you know the person has a doctorate (PhD or MD).
3. Write a brief but descriptive subject in the subject line such as "Internship Inquiry" or "Request for Appointment."
4. In general, it is a good idea to make your e-mail brief and to the point. Often, an employer or professor will not have time to read a full page of text, but will read a brief paragraph or bullet points. If what you're asking about takes longer than a few lines, consider giving the person a call or sending a short e-mail to request a meeting.
5. Write in complete sentences and avoid an overly casual tone ("Hey Karen…") or text message abbreviations or acronyms ("r u able to meet w me today?")
6. If you have an attachment, mention it in the e-mail so they don't miss it. If you are e-mailing an employer a resume, it is also a very good idea to send it as a PDF.
7. End your email with a closing such as "Thank you," "Best," or "Sincerely" followed by your full name.
8. Don't expect an immediate reply to your e-mail. Often, faculty and administrators have hundreds of students they are responding to, and employers may be receiving numerous resumes or inquiries about a job.
9. If a professor, advisor, or employer takes the time to e-mail you (and only you or just a few other people) about something specific, take the time to write back promptly and acknowledge that you received their note. If their e-mail re quires a response that you need time to formulate (such as the answer to a job offer), it's good practice to write back within a day or two thanking them for the e-mail and letting them know that you need some time to answer their reply but that you will be back in touch.
10. Practice good e-mail habits. Some of these include:

- o Use only your Georgia Tech email address for professional communication with faculty, administrators, employers, etc.
- o Make sure your full name is in the export field so that it appears in someone's inbox with your name—"George P. Burdell" and not gpb3@…
- o If you have a personal account (Gmail, Hotmail, etc.) do not simply forward your Tech e-mail to it. These accounts tend to reach their quota or you change them—and then they bounce emails back. The sender does not know if the e-mail ever reached you.
- o Use the "Signature" feature in your email to automatically include your name, major, university, and full email address at the end of each message. Almost all email programs allow you to do this. Keep it simple and avoid using inspirational, humorous, political, or religious quotes. An example of an appropriate email signature is:

  George P. Burdell
  Georgia Institute of Technology Class of 2021
  Mechanical Engineering (B.S)
  george.burdell@gatech.edu

- o Check your email at least once every 24 hours, and keep your inbox organized and up-to-date.
- o Even when someone is expecting an email containing an attachment from you (such as a resume), make sure you include text in the body of the email. It may come across as rude not to include a short email text.
- o When asking for an appointment, provide some specific times. For example:

  Dear Dr. Harwell,

  I would like to make an appointment with you to discuss undergraduate research programs. I am free next week on Monday, Oct. 3 from 1-3pm and Thursday, Oct. 5 from 2-4pm. Please let me know if one of those times works for you.

  Sincerely,
  George P. Burdell

Creating Effective Presentations
Lacy Hodges, Ph.D.

As part of GT 1000, you will be asked by your instructor to give an in-class presentation. Being a strong presenter and public speaker is a skill you will utilize throughout your academic and professional careers.

Presentations are a good way to build a number of important skills including:

- Organizing information in a clear, logical way
- Developing confidence and experience in presenting oneself
- Understanding the use of logical and emotional appeals to persuade
- Developing an effective thesis

If you're working on a group presentation, you'll have a chance to develop not only the skills listed above, but also additional skills, including:
- Understanding group dynamics
- Collaborating with peers to achieve a common goal
- Learning how to best utilize strengths of various group members
- Giving and receiving constructive feedback

When working on your presentation, it's useful to break the assignment down into a few key steps:

Analyze
- Read through the assignment carefully to be sure you understand what the goals and parameters of the presentation are
- Understand your audience
    - Define any terms that may be unfamiliar
    - Consider how to best grab their attention and keep them interested

Research
- Approach a presentation as you would any other college assignment, which means you will likely need to do some research on your topic
- Consider which sources you will use; make sure that you are using reliable sources

Plan
- A presentation needs a beginning, a middle, and an end
- Plan how to best present your information to your audience in a logical manner
- If you are trying to persuade your audience, consider how to best structure your points to achieve your goals

Practice

- Even if you are an experienced presenter, it is always important to practice your presentation before
- Go through the entire presentation as if you were presenting it in class, speaking out loud, referring to your visual aids, and talking to an (imaginary) audience
- The CommLab also has resources to help Georgia Tech students who are working on individual or group presentations

Present
- When you present, take your time and speak to your audience, speaking clearly and making eye contact
- Never read your PowerPoint slides! If you have practiced, you will know what is on your slides without looking at them
- In order to engage with your audience, you must make eye contact—something that is impossible to do if you are turned towards the screen, reading your slides

If your assignment involves a group presentation, you'll need to do all of the above as well as to incorporate some additional steps that will help take advantage of the dynamics of your group and the strengths of individual group members.

Group Presentations

If your assignment involves a group presentation, you'll not only need to follow the steps to create an effective presentation, but you'll also need to incorporate some steps that will help take advantage of the dynamics of your group and the strengths of individual group members.

1. **Schedule a group meeting**
   - A group presentation assignment is not only about presenting material, it is also about collaboration
   - Work closely with your fellow group members to ensure your presentation is cohesive and coherent
   - This means that the group should **meet in person** to discuss how they plan to approach the materials
- **Assign tasks to group members**
   - At your group meeting—or shortly following it—decide who in your group will handle which tasks
   - Check in with all group members to ensure that everyone understands and is comfortable with their assigned role
   - Ensure that everyone is doing their fair share.
- **Communicate throughout the project**
   - In addition to your group meetings, consider creating a GroupMe so that all members of the group stay in constant communication
   - If a member of your group stops communicating or participating in the group, talk to your team leader or course instructor before the assignment is due
- **Practice your presentation together**

- o Even if you split up the work of the presentation content, remember that you will be presenting as a group
- o It is important to practice your presentation together so that you can transition smoothly from person-to-person
- o Practicing together will also allow you to see any gaps that might be missing in your presentation and/or remove any redundancies
- **Give feedback**
  - o Often in group presentations, your group members will be earning one final grade. This means that other people's presentation skills will affect your final grade.
  - o Give feedback to your group members. Point out both strengths and areas of improvement. Be constructive in your feedback—make sure you point to specific elements of their presentation skills and offer suggestions on how to improve.
- **Have a back-up plan in place**
  - o Occasionally, technology fails or a group member is sick, so always have a back-up plan in place for your presentation
  - o Be prepared to cover any other member's section if they're not in class

Georgia Tech Resources and Culture

Georgia Tech is a school steeped in tradition and, as a new Yellow Jacket, you are now a part of these traditions.

In GT 1000, you will learn some of these traditions in more detail. For more complete descriptions of many of the most significant Georgia Tech traditions, legends, and history, visit the Living History website of the Tech Alumni Association. Another resource is the T-Book, which is given to all first-year students and includes information about Georgia Tech history, traditions, and important figures.

Use the materials in this section to learn more about Georgia Tech, its history, its traditions, and its resources.

Contributors to this Unit

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Community Expectations and Responsibilities

As a new member of the Georgia Tech community, you should take time to review the expectations and policies that are established for the protection of all students, faculty, and staff. Many of these were introduced at FASET but the list below provides specific links to some of the most important. If you have any questions about any of these policies, be sure to ask your academic advisor, GT 1000 instructor, professors, peer leader or professional housing staff member, staff member in the Dean of Students office, or other campus administrator. These individuals can often point you to the correct department or individual to help you find the information you need.

- **Student Code of Conduct:** https://policylibrary.gatech.edu/academic-affairs/code-conduct
- **Academic Honor Code:** https://policylibrary.gatech.edu/academic-affairs/academic-honor-code
- **Georgia Tech Catalog** (contains many links to policies mentioned here): http://www.catalog.gatech.edu/
- **Academic Policies** (Grading/GPA requirements, Grade Substitution, Registration, FERPA, Withdrawals, Calendars, etc.): http://www.catalog.gatech.edu/policies/
- **Computer, Network Usage, Data Access, and related IT policies:**https://policylibrary.gatech.edu/information-technology
- **Departmental Handbook:** Your major School will typically have a handbook specific to your major.
- **Course Syllabi:** You should receive a course syllabus from each of your professors with detailed information about specific policies and procedures for that class, as well as important deadlines, grading information, and related course information. Be sure to read your syllabus and ask your professor for clarification on anything that you have questions about.
- **Housing Contract and Policies:** If you are living in one of the Georgia Tech residence halls, be sure to review the relevant policies.

Georgia Tech Facts & Figures

By the Numbers

- **26,839:** The total number of students enrolled at Georgia Tech as of Fall 2016.
- **15,489:** The total number of undergraduate students at of Fall 2016.
- **2,873:** The enrollment of the Fall 2016 first-year class.
- **6**: The number of colleges that comprise Georgia Tech: the College of Design, the College of Computing, the College of Engineering, the College of Sciences, Ivan Allen College of Liberal Arts, and Scheller College of Business.
- **7th**: Georgia Tech's undergraduate program among public universities, according to *U.S. News & World Report.*
- **17**: The number of varsity intercollegiate athletic teams supported by Tech. Nine men's and eight women's teams participate in the Atlantic Coast Conference (ACC).
- **4**: The number of National Championships won by the Yellow Jackets in football (1917, 1928, 1952, and 1990).

Campus Resources

Academic Affairs

Center for Academic Enrichment (CAE)
enrichment.gatech.edu
Clough Commons, Suite 205
enrichment@gatech.edu | 404.385.8543
Programs include: GT 1000, GT 2000, Project One, Undergraduate Research Opportunities Program (UROP), InVenture Prize, Living Learning Communities

Center for Academic Success
success.gatech.edu
Clough Commons, Suite 283
404.385.1945
Programs include: Academic Coaching, 1-1 Tutoring, Help Desk, PLUS Tutoring, ReBoot, Success Summit

Center for Career Discovery and Development (C2D2)
career.gatech.edu
Bill Moore Student Success Center, 1st Floor
careerdiscovery@gatech.edu | 404.894.3320
Programs include: Co-ops and Internships, Pre-Professional Advising (Pre-Health, Pre-Law, Pre-Teaching), Prestigious Fellowships Advising, Career Advising

Communication Center (CommLab)
communicationcenter.gatech.edu
Clough Commons, Suite 447
commlab@gatech.edu | 404.385.3612

Office of International Education (OIE)
oie.gatech.edu
Savant Building, Suite 211
info@oie.gatech.edu | 404.894.7475
Programs Include: International Plan, Study Abroad, Global Internships

Student Life

Disability Services
disabilityservices.gatech.edu
Smithgall, Suite 123
dsinfo@gatech.edu | 404.894.9928

LGBTQIA Resource Center
lgbtqia.gatech.edu
Smithgall, Suite 115A
lgbtqia@gatech.edu | 404-385-2679

Office of Minority Education and Development (OMED)
omed.gatech.edu
Chapin Building
contact.us@omed.gatech.edu | 404-894-3959

Office of Student Integrity
osi.gatech.edu
Smithgall, Suite 210
404.894.2566

Office of Student Engagement
engage.gatech.edu
Student Center Commons, Suite 2211
404.894.3458

Student Diversity Programs
diversityprograms.gatech.edu
Smithgall, Suite 210
404. 894.2561

Veteran's Resource Center
veterans.gatech.edu
Smithgall, Suite 150
404.385.2067

Women's Resource Center
womenscenter.gatech.edu
Smithgall, Suite 131
404-385-0230

Health and Well-Being

Stamps Health Services
health.gatech.edu
Joseph Brown Whitehead Building
404-894-1420

Counseling Center
counseling.gatech.edu
Smithgall, Suite 238
404-385-2575

Campus Recreation Center (CRC)
crc.gatech.edu
750 Ferst Drive
404-385-7529

Campus Safety

Georgia Tech Police Department (GTPD)
police.gatech.edu
Beringause Building (Corner of Hemphill Ave & Ferst Drive)
404.894.2500

Administrative Offices

Registrar's Office
registrar.gatech.edu
Tech Tower, 1st floor
comments@registrar.gatech.edu | 404.894.0167

Financial Aid Office
finaid.gatech.edu
Bill Moore Student Success Center, 3rd floor