

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3800
Course Title Career Development in Communication
Transcript Abbreviation Career Devlp Comm
Course Description This course overviews various career paths for students pursuing degrees in Journalism and Communication by using career development theories to develop their career planning skills. Strategies and ethical practices for career planning are applied to each major specialization for business and non-profit occupations.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 09.0100
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Apply career development theories and a communication approach to research and solving problems.
- Translate journalism and communication expertise and skills to different audiences and multiple modalities, e.g., resume, interviews, online profiles, written reports.
- Identify and describe the behaviors and skills of a person as a communication or journalism expert, and give concrete examples of how they have developed their expertise during their study at OSU.
- Demonstrate confidence in explaining the value of communication or journalism.
- Plan a career using communication and journalism skills, e.g., research professional careers, develop a network, identify skill gaps and understand first year experience strategies.

Content Topic List

- Creating cover letters and resumes
- Creating your professional brand using LinkedIn and Handshake
- How to research corporate positions
- Developing a career plan
- Creating a professional portfolio
- Networking
- Mock interviews
- Ethics in the workplace

Sought Concurrence

No

Attachments

- Career Development in Communication Syllabus FINAL.docx: Proposed course syllabus
(Syllabus. Owner: Butte, Kylie M.)
- Communication Curriculum Map updated November 2019.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte, Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte, Kylie M.	12/10/2019 01:16 PM	Submitted for Approval
Approved	Kline, Susan Lee	12/10/2019 01:20 PM	Unit Approval
Approved	Haddad, Deborah Moore	12/10/2019 01:24 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	12/10/2019 01:24 PM	ASCCAO Approval



SYLLABUS: COMM 3800

CAREER DEVELOPMENT IN COMMUNICATION AUTUMN 2020

Instructor

Instructor: Nancy Fisher, M.A.

Email address: fisher.799@osu.edu

Phone number: 316/841-7067

Online office hours: MW 11 a.m.-12:30 p.m. and
T/Th 8:30-9:30 a.m. or by appointment

CATALOG COURSE DESCRIPTION

This course overviews various career paths for students pursuing degrees in Journalism and Communication by using career development theories to develop their career planning skills. Strategies and ethical practices for career planning are applied to each major specialization for business and non-profit occupations: public affairs journalism, strategic communication, communication analysis and engagement, and communication technology.

COURSE OVERVIEW

This class allows students to reflect on their work in communication and journalism and develop career development skills to meet their career objectives. A degree in Journalism or Communication can open the door to a variety of opportunities. In a recent Job Outlook Survey, employers identified the ability to communicate with others inside and outside the organization as among the top ten skills they seek when hiring new college graduates (National Association of Colleges and Employers, 2018).

Communication and Journalism graduates qualify for jobs that cut across careers in strategic communication and media such as journalist, account executive, marketing, media relations, communications director, or sports information; careers in business and industry such as business manager, training and development, sales and marketing, human resources, health communication, or research analyst; and careers in government and education such as public affairs, government relations, community affairs, lobbying, teacher, and graduate school or law school.

Course Goals

The goals of this course are to explore research in communication related occupations in strategic communication, journalism, communication analysis and engagement, and communication technology. Students will prepare a portfolio, cover letter, resume and practice interviewing skills. We will identify proactive career behaviors and apply networking strategies. Discussions will help students understand post-graduation opportunities and how to make informed career decisions to begin their first year of work experience.

Expected Learning Outcomes

Upon completion of the course, students will be able to:

1. Apply career development theories and a communication approach to research and solving problems.
2. Translate journalism and communication expertise and skills to different audiences and multiple modalities, e.g., resume, interviews, online profiles, written reports.
3. Identify and describe the behaviors and skills of a person is a communication or journalism expert, and give concrete examples of how they have developed their expertise during their study at OSU.
4. Demonstrate confidence in explaining the value of communication or journalism.
5. Plan a career using communication and journalism skills, e.g., research professional careers, develop a network, identify skill gaps and understand first year experience strategies.

Key assumptions you will gain from this course

Communication and Journalism majors are trained to:

1. Think like a communication and journalism expert
 - Use theory to design effective messages, interventions and campaigns
 - Engage in informative and persuasive communication across modalities and contexts
 - Adopt a holistic perspective to address complex communication situations
 - Adopt a comparative perspective to understand communication
 - Analyze and use evidence to build effective arguments
 - Adopt ethical standards in communication
2. Apply communication expertise to solve problems
 - Knowledge of effective strategies
 - Interpersonal and leadership skills
 - Teamwork
 - Presentation skills
 - Build rapport and trust

- Critical thinking
 - Research skills – define problems, collect data, analyze data and communicate findings
3. Plan a communication or journalism career
- Network
 - Research careers
 - Interview professionals
 - Identify skills gap
 - Develop plan to narrow skills gap
 - Develop a professional identity

Required Course Materials

Required Text

Bolles, R. N. (2020). *What color is my parachute 2020: A practical manual for job-hunters and career-changers*. New York, NY: Ten Speed Press.

Bureau of Labor Statistics. (2019). *Career outlook handbook*. Retrieved from <https://www.bls.gov/ooh/home.htm>

Burnett, B., & Evans, D. (2016). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Knopf Doubleday Publishing Group.

Other required readings will be posted on Carmen as assigned on schedule.

Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>
 - [Carmen accessibility](#)

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connecton

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Assignments and descriptions

Grades

Assignment or Category	Points and Percent
Assignments (8):	
Employment Cover Letter and Resume	25/6.25%
LinkedIn and Handshake Professional Brand Assignment	20/5%
Corporate Research Assignment	25/6.25%
Developing a Career Plan	50/12.5%
Personal Career in Communication Presentation	50/12.5%
Professional Portfolio	100/25%
Networking Assignment	20/5%
Mock Interview Assignment	40/10%
ONLINE DISCUSSIONS (4)	
1. Linked In and Handshake Professional Discussion (5 points)	20/5%
2. Research Findings and Follow Up Discussion (5 points)	

3. Discussion on Ethics in the Workplace (5 points)	
4. What you want to achieve in your career (5 points)	
EXAMS (2)	50/12.5%
Total	400/100%

See course schedule for due dates.

Assignment guide

Requirements

The aim of this course is to develop your workplace presence so treat this class as your employer. Attend all class meetings, be on time and prepared for each class reading assigned information ahead of time, and participate actively in class discussions. Your professional presence will be developed in a variety of formats. There are eight assignments, two exams and four online discussions.

ASSIGNMENTS (8)

Employment, Cover Letter and Resume **6.25%** **25 pts.**

Students write and submit online a cover letter and resume for an entry-level position or internship of their choice. This should be error free and tailored to the job chosen. Students learn written communication skills, research skills for gaining an understanding of a company and its opportunities for employment. This assignment will be peer reviewed online.

LinkedIn and Handshake Professional Brand Online Assignment **5%** **20 pts.**

Students are required to participate and effectively navigate LinkedIn and Handshake as a professional networking and job search activity. This will provide a professional online personal brand that potential employers can review. Students will identify their past experiences, current skills and be able to articulate a summary of their qualifications in their career field. It will connect them with professionals, alumni and other groups in their chosen career and allow exploration of employers. Your personal LinkedIn and Handshake link will be submitted on the assigned Carmen dropbox. Students will also participate in an online discussion.

Corporate Research Assignment **6.25%** **25 pts.**

Apply career development theories and methodologies from Week 1 readings (Benbunan-Rich, and Walker-Donnelly) observing and analyzing verbal, nonverbal and intercultural communication that can be found on companies online, and use research skills to investigate potential job opportunities using the Occupational Outlook Handbook managed by the U.S. Bureau of Labor Statistics to be able to ultimately answer the question: *I have a Communication degree – now what?* Employment areas explored may include but are not limited to media and communication, business, entertainment and sports, management and sales. The aim is to learn to research

workplace communication with stakeholders, different cultural communication observations and technology specific to employment in the communication field.

Each student will pick two jobs or graduate programs in communication career fields and research the job summary, job titles, level of education needed, brief description of work environment, pay range, how employment in this job/career is expected to grow. Also research documents from the company you have chosen and their investor relations annual summary, recent press releases, work environment, the job outlook, pay and similar occupations to understand the breadth and depth of these employment opportunities. Then students will state in a 3-5 page paper what their next steps will be to pursue the job openings now that they will have a Communication degree.

Career Development Plan

12.5% 50 pts.

This writing assignment is a three part document – short term career plan, long-term career plan and your back up plan. Challenge yourself to think like a communication professional. Synthesize and apply the readings by Woodbury, Addams and Neal, *The career portfolio: A practical jobs search tool* and the article by Okoro, Washington and Cardon on *Eportfolios in business courses as tools for employment* to determine your career development plan. Use your abilities, knowledge, skills and potential to identify concepts and principles from these articles as you write you short and long-term career plan.

WRITE a short-term career plan. What communication skills to you need to develop to show your expertise in your chosen career area? What are your short-term plans/goals for the next 2 years? Name specifics: what courses do you want to take? What skills do you want to sharpen? What kind of internship or volunteer work do you want to do? Work in a research lab? If so, which kind? What (student) organizations or groups would you like to join? What companies would you like to work for? Would it be part-time? Summer work? What types of people do you want to do informational interviews with? Do you want to travel, or do study or work abroad? Attend career fairs, build your network? Take the GRE, MCAT, LSAT, GMAT?

WRITE a long-term career plan. What are your long-term plans/goals for the next 10 years? Where do you see yourself working or what do you see yourself doing 10 years down the road? What will it take to get there? Will you join professional organizations? Continue to network? What kind of salary do you want to be making? Does that matter? Is something else more important than salary? What kind of long-term training do you need? Will you need to go to graduate school? Evaluate not only career goals but also personal goals, keeping in mind your core values.

WRITE a back-up plan that explains what you would do if you do not get your dream job for whatever reason? What would be your back-up plan? How do you plan flexibility?

Personal Career in Communication Presentation

12.5% 50 pts.

This assignment is designed to prepare and deliver a one minute professional narrative to promote yourself as a communication employment prospect to show your value and what you can bring to an organization. This is an essential skill in the interviewing or internship process.

WRITE a 3-5 page self-reflection then condense to a one minute video to be submitted online. What job expertise do you have? What can you bring to future employers with a degree in communication? Describe skills and perspectives that communication trained students possess that offer distinctive benefits in the workplace. What are your skills, natural strengths and personality traits? What are you passionate about? Include your personal values and interests. How do the skills/strengths and values apply to your current professional path or various paths you are exploring?

Professional Career Portfolio

25%

100 pts.

The portfolio assignment is a powerful tool that personalizes and compiles an individual student's work that shows evidence demonstrating competence and ability to secure employment. This project allows you to showcase the practical and analytical skills you have learned as a communication major regarding how you understand audiences, how to shape messages and interact with individuals and technologies. If you are journalism major the portfolio gives you the opportunity to show multimedia skills necessary for packaging news stories with word, still photo, audio, and video.

Students will understand that a portfolio assists in showing problem solving, adapting to change and taking initiative. The portfolio will include a high quality, tightly focused and message driven cover letter and resume to allow a student to show their accomplishments and concrete ways to show their work. Portfolios will be structured showing core skills, self-awareness and will also be personalized to show individual aspects of each student's achievement and growth. The portfolio will include an introductory statement and summary of undergraduate work and other areas of interest, demonstrated writing and research skills, speaking ability, and samples of creative work. Students may also include professional work they have done outside of school. Samples will be provided.

Networking Assignment

5%

20 pts.

Networking environments will be explored to show indicators of employability for the student using research from Thomas Clark's article, *Networking: A key to career communication and management consulting success* and Cooper and Tang's article *The attributes for career success in the mass communication industries: A comparison of current and aspiring professionals*. Students will apply networking principles and occupational psychology attributes to this assignment. This will allow students to navigate communication industries and reflect on assigned aspects of their own employment search, key premises they have learned about themselves, and employment opportunities for their personality dimensions. This will include locating three professionals online who you would like to conduct an informational interview with, and how you plan to prepare and research for it. One 5-6 page paper with bibliography will be required. First, define networking and use the six principles from the Clark reading on Networking and class discussion.

Mock Interview Assignment

10%

40 pts

In-class mock interviews will prepare students to practice and receive constructive feedback from peers. You are required to dress professionally on your interview day, arrive on time and bring a copy of your resume for the interview and 10 interview questions you believe you may be asked. We will discuss narratives that will highlight your skills and experiences.

WRITE a two page reflection after the interview about your experience, what you learned, what you did well on and what opportunities you have to improve.

EXAMS (2) **12.5%** **50 pts**

The comprehensive exams will be online on Carmen. Exams will be multiple choice.

Proctorio is the online exam proctoring tool integrated into Carmen. Use of Proctorio is required for both exams. Visit the Student Guide to Proctorio to get started before the exam: <https://resourcecenter.odee.osu.edu/carmencanvas/gettingstarted-proctorio-students>.

Online Discussions (4) **5%** **20 pts.**

There will be four online discussions following four assignments:

1. LinkedIn and Handshake Professional Brand Discussion
2. Research Follow Up and Findings Discussion
3. Discussion on Ethics in the Workplace
4. What you want to achieve in your career and where you are right now.

These discussions will give you an opportunity to converse with your classmates about each other's career choice, personal branding, research skills, presentation skills and career readiness. They are listed on the schedule as discussions. Assigned questions will prompt thoughtful feedback.

Discussions will include three written requirements:

First, an initial post of assigned amount of words will be due by 11:59pm on the **Wednesday** of the week a discussion is due. Second, two posts of 100-200 words responding to the initial posts of two other students will be due by 11:59 on the **Friday** of the week that discussion is due. Successful discussion posts will demonstrate:

1. An understanding of the concept(s) in the material provided.
2. Independent thought regarding the concepts and material.
3. A thoughtful response to the work of at least 2 other students in the class.

Tentative Schedule

**WEEK 1: RESEARCH, THEORIES, ETHICS and CAREER OUTLOOK
IN THE COMMUNICATION FIELD**

August 25 & 27

IN CLASS: We will introduce ourselves and discuss your undergraduate career and lay out readings and assignments for the semester as we begin the process of thinking like a communication professional. We will also discuss the kinds of professional and leadership experiences you have had and the jobs and careers you are interested in. We will engage in small group discussions to consider careers of people we know and our predictions of why they have been successful and how they engage professionally today.

ASSIGN: Cover Letter and Resume

READ:

Chapters 1, 2 and 7 (It's a whole New World for Job-Hunters, There Are More Than Ten Million Vacancies Available Each Month and Google Is Your new (but Not Only) Resume in Bolles, R. N. (2020). *What color is my parachute 2020: A practical manual for job-hunters and career-changers*. New York, NY: Ten Speed Press.

Benbunan-Fich, R. (2012). The ethics and etiquette of multitasking in the workplace. *IEEE Technology and Society Magazine*, 31(3), 15-19. doi:10.1109/MTS.2012.2211391

Spitzberg, B. H., Canary, D. J., & Canary H.E. (2020). *The communication capstone: The inquiry and theory experience*. San Diego, CA: Cognella. (Read pages 18-33)

Walker-Donnelly, K., Scott D. A., & Cawthon, T.W. (2019). Introduction: Overview and application of career development theories. *New Directions for Student Services*, 166, 9-17. Retrieved from <http://rave.ohiolink.edu/ejournals/article/367920648>

Wiltshire, J., Bourdage, J., & Lee, K. (2013). Honesty-humility and perceptions of organizational politics in predicting workplace outcomes. *Journal of Business Psychology*, 29, 235-251.

READ: Career Outlook articles assigned for your area of expertise:

Public Affairs Journalism:

Willens, M. (2019). How the Seattle Times is empowering reporters to drive subscriber growth. *Digiday*. Retrieved from: <https://wp.me/p2AShf-1lne>

Communication Analysis and Practice:

Jara-Figueroa, C., Yu, A. Z., & Hidalgo, C.A. (2019). How the medium shapes the message: Printing and the rise of the arts and sciences. *PLoS ONE*, 14(2), 1408-1423. <https://doi.org/10.7910/DVN/TBMIXT>

Macdermott, C., & Ortiz, L. (2017). Beyond the business communication course: A historical perspective of the where, why and how of soft skills development and job readiness for business graduates. *The IUP Journal of Soft Skills*, 11(2), 7-24.

McKeever-Weberling, B. (2014). The status of health communication: Education and employment outlook for a growing field. *Journal of Health Communication*, 19, 1408-1423. doi: 10.1080/10810730.2014.904024

Strategic Communication:

Bush, L., Haygood, D., & Vincent, H. (2017). Student-run communications agencies: Providing students with real-world experiences that impact their careers. *Journalism & Mass Communication Educator*, 72(4), 410-424.

Henning, B., Fuglesang S.L., Ovesen, M.R. & Eilertsen, DE. (2010). Effectiveness in top

management group meetings: The role of goal clarity, focused communication, and learning. *Scandinavian Journal of Psychology*, 51, 253–261.
doi: 10.1111/j.1467-9450.2009.00769.x

New Media and Communication Technology:

Han, Su-Mi. (2013). Social media usage in career development. *Career Planning and Adult Development Journal*, 29(3), 80-87.

Bolman, S. (2016). Using gaming principles for career advancement. *Workforce Solutions Review*, 7(2), 18-21.

WEEK 2: SELF INVENTORY, RESEARCHING A COMPANY FOR CAREERS IN COMMUNICATION AND BEGINNING TO PREPARE A CAREER PLAN

September 1 & 3

READ: Chapters 4, 5 & 6 – Self-Inventory, Part 1 & 2, You Get to Choose Where You Work in Bolles, R. N. (2020). *What color is my parachute 2020: A practical manual for job-hunters and career-changers*. New York, NY: Ten Speed Press.

Drury-Grogan, M. L., & Russ, T. L. (2013). A contemporary simulation infused in the business communication curriculum: A case study. *Business Communication Quarterly*, 76(3), 304-321. doi: 10.1177/1080569913493923

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453-465. doi: 10.1177/1080569912460400

IN CLASS WORKSHOP: Guests from ASC Career Services will discuss cover letters, resumes, portfolios and interviewing. We will discuss recruitment processes and best practices. (Complete by Week 14). Career Coaches help you prepare for the professional world by building career readiness competencies, identifying and mapping your career goals, and preparing for a lifetime of opportunity.

Complete the Myer-Briggs Type Indicator online: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>

ASSIGN: Career Coach Meeting Assigned with Arts and Sciences Career Services

ASSIGN: Corporate Research Assignment and Online Discussion using Bureau of Labor Statistics (2019). *Career outlook handbook*. Retrieved from <https://www.bls.gov/ooh/home.htm>

DUE: Cover letter and resume by Wed at 11:59 pm.

WEEK 3: INTERVIEWING, WORKPLACE EXPECTATIONS AND WORKING WITH PEOPLE

September 8 & 10

IN CLASS: We will discuss informational interviews-what they are, why they are useful and how to request and conduct one.

IN CLASS: Alumni Professional Panel

READ: Chapters 3 & 8 – The Best and Worst Ways to Look for Jobs and Sixteen Tips About Interviewing for a Job in Bolles, R. N. (2020). *What color is my parachute 2020: A practical manual for job-hunters and career-changers*. New York, NY: Ten Speed Press.

Boyle, D., Mahoney, D., Carpenter, B., & Grambo, R. (2014). The importance of communication skills at different career levels: Insights from the profession. *The CPA Journal*, 40-45.

ASSIGN: LinkedIn and Handshake Professional Brand assignment and Online Discussion

DUE: Corporate Research Assignment Online Discussion – two 100-200 word responses to peers by 11:59 pm on Friday.

WEEK 4: PROACTIVE CAREER BEHAVIORS AND NETWORKING STRATEGIES FOR CAREERS IN COMMUNICATION

September 15 & 17

IN CLASS: Discuss what you need to be thinking about regarding your future and what you will need to be doing on a daily basis to succeed in your job search.

READ:

Clark, T. (2009). Networking: A key to career communication and management consulting success. *Business Communication Quarterly*, 72(3), 344-348.
doi: 10.1177/1080569909340629

Cooper, R., & Tang, T. (2010). The attributes for career success in the mass communication industries: A comparison of current and aspiring professionals. *Journalism and Mass Communication Educator*, 65(1), 40-55.

Strauss, V. (2017). The surprising thing Google learned about its employees – and what it means for today's students. *Washington Post*. Retrieved from:
<https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/>

Are You Career Ready?

(<https://artsandsciences.osu.edu/sites/default/files/Are%20You%20Career%20Ready.pdf>)

LinkedIn for Students (<https://university.linkedin.com/linkedin-for-students>). Explore this LinkedIn website for higher education.

WATCH: Brene Brown on Daring Classrooms at SXSWedu 2017

(<http://www.youtube.com/watch?v=DVD8YRgA-ck>).

IN CLASS: Workshop on different career platforms, e.g., LinkedIn, Handshake, OSU AlumniFire, ASC Career Services

ASSIGN: Networking Assignment
Career Development Plan

**WEEK 5: UNDERSTANDING INTERNSHIPS IN COMMUNICATION AND PORTFOLIO
INTRODUCED**

September 22 & 24

READ:

Okoro, E. A., Washington, M.C., & Cardon, P.W. (2011) E-portfolios in business communication courses as tools for employment. *Business Communication Quarterly*, 74(3), 347-351. doi: 10.1177/1080569911414554

Woodbury, D., Addams, L., & Neal, W. (2009). The career portfolio: A practical job search tool. *Journal of College Teaching & Learning*, 6(4), 7-14.

IN CLASS: Lecture and discussion on connecting with professionals, understanding internships and how to get started on a portfolio.

IN CLASS: Small group exercise on Internships. Your group will find three internships online and three OSU faculty members where teaching and research interests relate to a research or creative project you would like to pursue. Create a summary as a group.

DUE: LinkedIn and Handshake Professional Brand Assignment and Online Discussion due. Assignment is due in class on Thursday. Online Discussion – two 100-200 word responses to peers by 11:59 pm on Friday.

DUE: Career Development Plan

ASSIGN: Online Ethics in the Workplace Discussion and Where Do You Want To Be Discussion

WEEK 6: PROFESSIONAL PORTFOLIO

September 29 & October 1

READ: Chapter 11 – The Five Ways to Choose/Change Careers in Bolles, R. N. (2020). *What color is my parachute 2020: A practical manual for job-hunters and career-changers*. New York, NY: Ten Speed Press.

Eisenberg, E. M., Goodall, Jr., H. L., & Trehewey, A. (2010). *Organizational communication: Balancing creativity and constraint*. New York, NY: Bedford/St. Martin's. (Read pages 46-50)

In-Class: Ethics in the Workplace Discussion due online by Wed. at 11:59 pm. Defining ethics and integrity as a core business principle that requires dialogue and considerable courage to enact in the workplace. Eisenberg, Goodall, Trehewey reading on integrity and ethics in organizational communication (p. 46-51).

DUE:

Networking Assignment

What You Want to Achieve and Where You Are Right Now Discussion due online by Wed. at 11:59 pm.

ASSIGN: PROFESSIONAL PORTFOLIO

ASSIGN: Mock Interview

WEEK 7: INTERVIEWING FOR YOUR CAREER IN COMMUNICATION

October 6 & 8

READ:

Chapter 10 – How To Deal with Any Challenges You Have in Bolles, R. N. (2020). *What color is my parachute 2020: A practical manual for job-hunters and career-changers*. New York, NY: Ten Speed Press.

Ganguly, S. (2017). Understanding nonverbal cues: A key to success in interviews. *The IUP Journal of Soft Skills*, 11(2), 62-72.

Lackner, C., & Martini, T. (2017). Helping university students succeed at employment interviews: The role of self-reflection in e-portfolios. *Teaching and Learning Inquiry*, 5(2), 3-15. doi.org/10.20343/teachlearninqu.5.2.2

ASC Career Success tip sheets on interviewing: <https://artsandsciences.osu.edu/career-success/students/navigating-career-planning-process/guides-tip-sheets>

IN CLASS: Interviewing tips and tricks and the importance of job fairs.

DUE: Exam 1

DUE: Mock Interview and Assigned Written Materials

WEEK 8: FIRST YEAR IN CAREER

October 13 & 15 (**Fall Break** – no class Thursday)

READ: Chapter 9 – The Six Secrets of Salary Negotiation in Bolles, R. N. (2020). *What color is my parachute 2020: A practical manual for job-hunters and career-changers*. New York, NY: Ten Speed Press.

Anderson, L. E., & Bolt, S. (2016). *Professionalism: Skills for workplace success*. New York, NY: Pearson. (Read pages 17-32)

Communication skills are vital in all we do as educators and clinicians. (2000). *Education for Health*, 13, 157-160.

Who decides what professional clothing is? (2017, July 13). *Racked*. Retrieved from <https://www.racked.com/2017/7/13/15900900/professional-dress-office-code>

IN CLASS: Discussion on workplace expectations and personal financial management of a first year employee including salary negotiation, 401K, workplace etiquette.

ASSIGN: Personal Career Presentation

WEEK 9: PRESENTATING YOURSELF AND COMMUNICATING ABOUT YOUR EDUCATION

October 20 & 22

IN CLASS: Preparation and practice for Portfolio Personal Presentation. Discussion on how to communicate about your degree to fit the workplace, attire, confidence, attitudes and practices you want to adopt to project your best professional self.

DUE: Personal Brand Presentation online Wednesday at 11:59.

WEEK 10: FIRST YEAR IN CAREER (Continued), GRADUATE SCHOOL and MORE WORKPLACE EXPECTATIONS FOR YOUR PROFESSION

October 27 & 29

READ:

Anderson, L. E., & Bolt, S. (2016). *Professionalism: Skills for workplace success*. New York, NY: Pearson. (Read pages 45-60)

Burt, S. (2014). Should you go to grad school? *Slate*. Retrieved from <https://slate.com/human-interest/2014/05/whether-or-not-grad-school-is-right-for-you-a-choose-your-own-adventure.html>

Richmond, A. S., Douglas, W. D., Woody, Fleck, B. K. B., Becker, S. E., Mace, B.L., ...Kranz, P. (2019). An evidence-based roadmap for success: Part 1 – the bumpy road of graduate school. *Scholarship of Teaching and Learning in Psychology*, 5(1), 37-51. doi: 10.1037/st10000130

Okay-Somerville, B., & Scholarios, D. (2017). Position, possession or process? Understanding objective and subjective employability during university-to-work transitions. *Society of Research into Higher Education*, 42(7), 1275-1291. doi: 10.1080/03075079.2015.1091813

READ: Ch. 1-3 in Chakrabarty, P. (2012). *A guide to academia: Getting into and surviving grad school, postdocs, and a research job*. Chichester (UK): Wiley-Blackwell.

IN CLASS: Discussion on readings and etiquette/dress as a professional.

Communication Professional Panels and Graduate School Speakers. Discussions about graduate school after reviewing soft/hard skills and discussing the value of graduate and professional school both in terms of career exploration career advancement and future earning potential. We will discuss recommendation letters and test scores needed for strong applications.

COMPILE: Portfolio materials in preparation to submit rough draft.

WEEK 11: PORTFOLIO PREPARATION

November 3 & 5

IN-CLASS: Portfolio preparation and examples. Discuss Ch. 7, 8 & 9 (How Not to get a Job, Designing Your Dream Job, Choosing Happiness) in Burnett, B., & Evans, D. (2016). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Knopf Doubleday Publishing Group.

WEEK 12: PORTFOLIO REVIEW

November 10 & 12

DUE: First Draft of Portfolio in Class/Peer Reviews

WEEK 13: PORTFOLIO DUE

November 17 & 19

DUE: Portfolio Due in Class/Peer Reviews

WEEK 14: CAREER COACHING DEADLINE

November 24 & 24 (Thanksgiving Holiday – no class Thursday)

DUE: Meeting with an Arts and Sciences career coach deadline

WEEK 15: PORTFOLIO PRESENTATIONS

Dec. 1, 3 & 8

DUE: Exam 2

PRESENTATIONS: Top Portfolios Revealed and Presented

Late assignments

All assignments must be turned in on the day scheduled. Late unexcused assignments will be penalized two letter grades. A valid medical or documented excuse is required or there is a two letter grade late penalty for all assignments.

Grading scale

A	93-100% (372-400)	B-	80-82% (320-331)	D+	67-69% (268-279)
A-	90-92% (360-371)	C+	77-79% (308-319)	D	60-66% (252-267)
B+	87-89% (348-359)	C	73-76% (292-307)	E	Below 60% (240 and below)
B	83-86% (332-347)	C-	70-72% (280-291)		

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

For speeches, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Some assignments are based on your online activity and participation. The following is a summary of everyone's expected participation.

- **Participating in discussion forums:**
You can expect to post and respond several times throughout the semester. This requires that you check in twice per week. Additional participation will give you a richer experience within the course.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Write using correct grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) *Written and oral assignments:* Your written and oral assignments, including discussion posts and speeches, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. Any time you use the words of others, this must be indicated as a direct quotation with a citation to the source and page number(s), using APA style to clearly indicate the words in the direct quote. To use the words of others while providing a citation, but without indicating that there is a direct quote from the cited work, still is plagiarism. Simply changing a few words from a source does not make the words your own, and such use can also be considered plagiarism. Examples will be provided. You are encouraged to ask a trusted person to

proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- *Reusing past work*: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Communication

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. You are responsible for this information.

Challenging a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet virtually with me during office hours or make an appointment **within one week** of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered.

Extra Credit

There will be no extra credit offered in this course.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website: <http://advising.osu.edu/welcome.shtml>.

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a

student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall).

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on

your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Disclaimer

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
Focus Area Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3414	Intermediate	Intermediate	Intermediate
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Focus Area Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (6 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate	Intermediate	
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

Comm Analysis & Practice

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3414	Intermediate	Intermediate	Intermediate
3415	Basic	Intermediate	Intermediate
3450	Intermediate	Basic	Basic
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
3800	Intermediate	Advanced	Advanced
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced