Term Information

Effective Term   Spring 2022
Previous Value   *Autumn 2020*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting to be able to offer some sections of this course 100% at a distance.

What is the rationale for the proposed change(s)?

Being able to offer this course 100% at a distance will allow us to accommodate more students and enrollments. Although we have yet to offer Comm 3800,

we anticipate a large demand for this course, a demand we cannot meet based on current faculty and lecturer loads. Not all courses in Communication are

suitable for online delivery and our program assumes we offer in-person courses for developing communication expertise, skill development, group interactions,

and lab experience. Given it's course content, assignments and design, Comm 3800 is well suited for online instruction.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 pursing 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?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*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.pdf: In-class syllabus

  (Syllabus. Owner: Jackson,Kylie M.)

- Comm 3800 Online Syllabus ASC template.docx: Proposed online syllabus

  (Syllabus. Owner: Jackson,Kylie M.)

- COMM 3800 asc_distance_approval_cover_sheet_.docx: ASC Tech Distance Approval Cover Sheet

  (Other Supporting Documentation. Owner: Jackson,Kylie M.)

- Comm Curriculum Map UPDATED 2020.docx: Communication Curriculum Map

  (Other Supporting Documentation. Owner: Jackson,Kylie M.)

Comments

- My apologies for the error. Resubmitted with 100% DL box checked. *(by Jackson,Kylie M. on 09/17/2021 03:48 PM)*

- Please check off the 100% DL box on the form. *(by Vankeerbergen,Bernadette Chantal on 09/17/2021 03:44 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson,Kylie M.	09/07/2021 02:12 PM	Submitted for Approval
Approved	Garrett,Robert Kelly	09/07/2021 03:44 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/17/2021 03:44 PM	College Approval
Submitted	Jackson,Kylie M.	09/17/2021 03:49 PM	Submitted for Approval
Approved	Jackson,Kylie M.	09/17/2021 03:51 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/17/2021 03:53 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/17/2021 03:53 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
COMM 3800

Career Development in Communication
Spring 2022 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Tonya Forsythe

Email address: forsythe.74@osu.edu (preferred contact method)

Phone number:614-949-7737

Office hours: TR 12-2 p.m. via Zoom drop in and by appointment

Prerequisites

[List any prerequisites, co-requisites, or exclusions]

Course description

This course will be delivered 100% online. This course overviews various career paths for students pursing 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 learning outcomes

By the end of this course, students should successfully 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

General education goals and expected learning outcomes

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 learn career development theories from the four main areas (differential psychology, personality, sociology and developmental psychology) and a communication approach to research and

solving problems. The five most influential career development theories, Trait and Factor Theory, Holland Theory of Vocational Types, Social Cognitive Theory, Super's Developmental Self-Concept Theory, and Roe's Personality Theory, will be covered. 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.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Office hours and live sessions**: **OPTIONAL**
  All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required Texts

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 the schedule.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT 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)** 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)**	**20/5%**
EXAMS (2)	**50/12.5%**
Total	**400/100%**

See course schedule below for due dates.

Descriptions of major course assignments

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 use APA style) 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 in 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.

Late assignments

> **Commented [ODEE1]:**
> **To Instructor:** Fill this section in with your own late policy.

Late submissions will not be accepted. Please refer to Carmen for due dates.

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)		

Instructor feedback and response time

> **Commented [ODEE2]: To instructor:** The text in the following section is provided just as a suggestion. Fill in with your own policies.

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

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

OTHER COURSE POLICIES

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.

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.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), 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 the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:
- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

FOR UNDERGRAD COURSES: Advising resources for students are available here:
http://advising.osu.edu

Copyright for instructional materials

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.

Statement on 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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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 immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	JAN. 10-14, 2022	**RESEARCH, THEORIES, ETHICS and CAREER OUTLOOK IN THE COMMUNICATION FIELD** **LECTURE**: I will 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 online 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 Engagement:** 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:**

Week	Dates	Topics, Readings, Assignments, Deadlines
		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.*
2	JAN. 17-21, 2022	**SELF INVENTORY, RESEARCHING A COMPANY FOR CAREERS IN COMMUNICATION AND BEGINNING TO PREPARE A CAREER PLAN** **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* **LECTURE**: 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.
3	JAN. 24-28, 2022	**INTERVIEWING, WORKPLACE EXPECTATIONS AND WORKING WITH PEOPLE** **LECTURE**: 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	Dates	Topics, Readings, Assignments, Deadlines
4	**JAN. 31-FEB. 4, 2022**	**PROACTIVE CAREER BEHAVIORS AND NETWORKING STRATEGIES FOR CAREERS REQUIRING COMMUNICATION EXPERTISE** **LECTURE**: 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). **LECTURE**: Workshop on different career platforms, e.g., LinkedIn, Handshake, OSU AlumniFire, ASC Career Services **ASSIGN**: Networking Assignment Career Development Plan
5	**FEB. 7-11, 2022**	**UNDERSTANDING INTERNSHIPS IN COMMUNICATION AND PORTFOLIO INTRODUCED** **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. **LECTURE**: Lecture and discussion on connecting with professionals, understanding internships and how to get started on a portfolio. **DISCUSSION**: 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

Week	Dates	Topics, Readings, Assignments, Deadlines
		ASSIGN: Online Ethics in the Workplace Discussion and Where Do You Want To Be Discussion
6	FEB. 14-18, 2022	**PROFESSIONAL PORTFOLIO** **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) **LECTURE**: 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
7	FEV. 21-25, 2022	**INTERVIEWING FOR YOUR CAREER IN COMMUNICATION** **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 **LECTURE**: Interviewing tips and tricks and the importance of job fairs. **DUE**: Exam 1 **DUE**: Mock Interview and Assigned Written Materials
8	FEB. 28-MARCH 4, 2022	**FIRST YEAR IN CAREER** **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.

Week	Dates	Topics, Readings, Assignments, Deadlines
		Who decides what professional clothing is? (2017, July 13). *Racked*. Retrieved from https://www.racked.com/2017/7/13/15900900/professional-dress-office-code **LECTURE**: Discussion on workplace expectations and personal financial management of a first year employee including salary negotiation, 401K, workplace etiquette. **ASSIGN**: Personal Career Presentation
9	**MARCH 7-11, 2022**	**PRESENTING YOURSELF AND COMMUNICATING ABOUT YOUR EDUCATION** **LECTURE**: Preparation and practice for Portfolio Personal Presentation. Discussion on how to communication 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.
10	**MARCH 14-18, 2022**	**FIRST YEAR IN CAREER (Continued), GRADUATE SCHOOL** **and MORE WORKPLACE EXPECTATIONS FOR YOUR PROFESSION** **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 to go 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. **LECTURE**: 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.**
11	**MARCH 21-25, 2022**	**PORTFOLIO PREPARATION** **LECTURE**: 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.
12	**MARCH 28-APRIL 1, 2022**	**PORTFOLIO REVIEW** **DUE**: First Draft of Portfolio/Peer Reviews
13	**APRIL 4-8, 2022**	**PORTFOLIO DUE** **DUE**: Portfolio Due/Peer Reviews

Week	Dates	Topics, Readings, Assignments, Deadlines
14	**APRIL 11-15, 2022**	**CAREER COACHING DEADLINE** **DUE:** Meeting with an Arts and Sciences career coach deadline
15	**APRIL 18-22, 2022**	**PORTFOLIO PRESENTATIONS** **DUE**: Exam 2 **PRESENTATIONS**: Top Portfolios Revealed and Presented

THE OHIO STATE UNIVERSITY

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 pursing 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. 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.odee.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 <u>free of charge</u>. 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) 2. Research Findings and Follow Up Discussion (5 points)	20/5%

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 in 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 communication 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: FIRT 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 to go 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 demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.
Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.
Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
Comm Analysis & Engagement			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
Comm Tech			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
Strategic Comm			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 *or*	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
Comm Analysis & Engagement (15 credit hours required)			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	**Goal 2: Comm Practice**	**Goal 3: Career Preparation**
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intemediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	

Comm Tech (6 credit hours required)

3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate

Strategic Comm (9 credit hours required)

2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	**Goal 2: Comm Practice**	**Goal 3: Career Preparation**
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate

Special Topic Elective

Comm Tech (9 credit hours required)

	Goal 1: Comm Principles	**Goal 2: Comm Practice**	**Goal 3: Career Preparation**
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			

Strat Comm (3 credit hours required)

	Goal 1: Comm Principles	**Goal 2: Comm Practice**	**Goal 3: Career Preparation**
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

> Course Number and Title: COMM3800 Career Development in Communication

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

> A Carmen site will be created for the course, including a syllabus and gradebook at minimum. yes
>
> If no: n/a

Syllabus

> Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. yes
>
> Syllabus is consistent and is easy to understand from the student perspective. yes
>
> Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module. yes
>
> If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. n/a
>
> Additional comments (optional):
> n/a

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

> Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:
>
> ☐ Regular instructor communications with the class via announcements or weekly check-ins
>
> ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
>
> ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
>
> ☐ Regular opportunities for students to receive personal instructor feedback on assignments

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Please comment on this dimension of the proposed course (or select/explain methods above):
Enter comments, 1-3 sentences...

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. yes

Course tools promote learner engagement and active learning. yes

Technologies required in the course are current and readily obtainable. yes

Links are provided to privacy policies for all external tools required in the course. yes

Additional technology comments:
n/a

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
the course is designed in weekly modules as a completely asynchronous course.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
n/a

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. yes

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
A typical course week includes a 1-hour recorded lecture. Students will engage in 2-3 hours of reading plus participation in a discussion. The remainder of the week will be spent on project creation/completion.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. yes

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services

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Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. yes

Description of any anticipated accommodation requests and how they have been/will be addressed. A potential accommodations request would be closed captioning for videos used within the course.

Additional comments:
n/a

Academic Integrity

For more information: *https://go.osu.edu/teaching-resources-academic-integrity*

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: yes

Additional comments:
n/a

Frequent, Varied Assignments/Assessments

For more information: *https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student*

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
Students will have the opportunity to read two books regarding career development and a wide variety of articles. Students will have access to recorded lectures and will participate in discussions with their peers. Assignments are designed to provide a variety of experiences from creating a resume and online professional presence to developing a professional portfolio and participating in a mock interview. There will also be research involved through developing a career plan.

Community Building

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For more information: *https://teaching.resources.osu.edu/teaching-topics/student-interaction-online*

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
Students will communicate through discussion and their online career presence creation. Students will also present their career plan and provide feedback to peers.

Transparency and Metacognitive Explanations

For more information: *https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments

☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☐ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
As this course revolves around career development with a focus on careers that benefit from strong skills in communication, assignments, lectures and interaction between the students and their classmates and professor is essential. Assignments and activities within the course focus on relevant items to enhance career development and communication skills.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
n/a

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Syllabus and cover sheet reviewed by Jeremie Smith on 9/7/2021

Additional resources and examples can be found on ASC's Office of Distance Education website.

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