Instructor
Jorie Scholnik, M.Ed., Ed.S., NCC
jscholnik@gmail.com

Please include a clear subject line so I know exactly what the email is concerning.

Response time: I will respond to your email within 24 hours over the week. I will try my best to check email regularly on the weekends too, but plan on any email sent after 5 p.m. on Friday to be returned Monday.

Course Communication:
Please use jscholnik@gmail.com if you have any individual questions about the course. I will communicate class announcements, updates and reminders through the Canvas announcement tool. If I need to communicate with you individually, I will email you through your UFL account or submit a comment to your assignment.

Office Hours:
By appointment on Connect – https://uflcoj.adobeconnect.com/pdfl/
I am reserving Tuesdays from 6:30 – 7:30pm EST for office hour appointments, but I am always open to scheduling additional meeting times. To set up an appointment, please email me at jscholnik@gmail.com. I encourage you to check-in and take advantage of office hours to assist with:
- questions about course material and/or assignments
- your professional development and/or transitioning to a full-time job post-graduation
- general job search and/or freelancing advice

Instructor Bio:
I currently work as an associate professor at Santa Fe College, where I teach career development courses, take part in campus-wide committees and lead a study abroad program. I also work as an adjunct professor within the College of Journalism and Communications at UF. I developed the internship program (MMC6949) and this course (MMC6936) with the goal of providing students with real-world experiences and professional development skills. For nine years, I worked as an etiquette associate at The Protocol School of Palm Beach, where I gave presentations and wrote articles about career development and business protocols. I've been published in USA Today and USA Today College, and have served as an office hours expert for LEVO League. In my spare time, I give etiquette presentations and write career-related articles as a freelancer.

Go Gators! I earned my bachelor's degree in public relations and psychology and my master's degree in counseling from UF. I also have an education specialist degree from UF and hold the National Certified Counselor distinction.

When I'm not working, I enjoy traveling, testing my interior design skills and spending time with friends/family...and I can't forget cheering on the Gators!
Course Website and Login

You can access our course shell in Canvas (UF e-Learning). Go to http://lss.at.ufl.edu. Click the blue e-Learning button. Login with your GatorLink account. This course will be in the “Courses” menu on the left navigation. You might have to click “All Courses” at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Please set up your Canvas notifications so that you are alerted when a course announcement is posted. I will be using the announcement tool to keep you updated about the course. I will also be using Canvas for due date reminders, assignment submissions, and course material. If you are unable to find a file/link you need, chances are it can be found in the modules section of Canvas.

Meeting Time

The course will be set up by weeks, with each week beginning Monday at midnight and going through Sunday at 11:59pm EST. This course is completely asynchronous so you will follow the weekly modules on Canvas.

The Connect room will only be used for office hours: https://uflcoj.adobeconnect.com/pdfl/

Course Description

This course will connect students’ education in the program and their work experiences to their post-graduation goals, whether that is obtaining a new job, earning a promotion and/or freelancing. The goal is for students to focus on professional development topics so they feel confident marketing their skills after graduation and have concrete materials that will make them stand out to employers and/or clients.

By the end of the class, students should be aware of job search trends, the targeted documents necessary to be employable after graduation and the importance of networking. Students will also learn job-search skills specific to the online communications field such as writing resumes and cover letters, interviewing, networking and negotiating a salary. The course will be a combination of learning specific professional development skills and then applying them through assignments. The key is that this course will always be geared toward a customized, targeted job search so students learn how to match their background to a specific opportunity.

If students branch out to freelance, they need to consider the vision for their business, specialties, services and materials that are needed to interact with clients. Additionally, students need to understand the time it takes to complete projects and the appropriate fee to charge. Students will learn that this requires putting together documents like bids and contracts, and also researching industry standards. Beyond that, students will learn how to use their network and reputations to acquire new clients, set themselves up as industry experts, and develop additional revenue sources.

Students will begin thinking of themselves as freelancers and complete projects that allow them to appear professional to potential clients. Students will begin working on their specialties and services and go all the way to the point of putting together a bid and contract with policies and procedures.
Course Objectives

By the end of this course, students will be able to:

- Build authentic relationships from networking and use networking tools to distinguish themselves as professionals.
- Develop job search techniques and materials that are targeted toward a job in an online communications field.
- Maintain an e-portfolio site that highlights work samples, skills in online communications and post-graduation goals.
- Advocate for a salary and/or promotion that meets their educational level and work experience.
- Create materials needed for client acquisition like a webpage dedicated to specialties/services and an initial client needs assessment.
- Develop a bid for freelance work that considers timelines, fees, and policies and procedures.
- Manage projects effectively, while maintaining a professional reputation and utilizing best practices in business.
- Execute tactics that establish themselves as industry experts and add additional sources of income.
- Research industry standards and reflect if a project aligns with their business goals.

Course Structure

This is a 12-week course. The course will be set up by weeks, with each week beginning Monday at midnight and going through Sunday at 11:59pm EST. The course is completely asynchronous so you will follow along with the weekly modules on Canvas. The course will be divided into two main sections, professional development and freelancing, and each section will span six weeks. There will be a weekly recorded lecture, assigned readings, and supplementary activities/resources for the first five weekly modules in each section. There will be a test on the content from Weeks 1-5 at the end of Week 5 and a test on the content from Weeks 7-11 at the end of Week 11. The sixth module in each section (Week 6 and Week 12) will take the form of a workshop, where students will focus on a large course assignment.

The instructor will send out a weekly announcement to introduce the content and assignments for the week. Students are encouraged to meet individually with the instructor on an as-needed basis to discuss the course and/or their professional development. The instructor reserves the right to mandate individual meetings when necessary if there is a concern about the student’s progress that can’t be resolved via email.

Course Expectations

Given that this is a graduate-level course that focuses on your professional development, it is expected that you start engaging in best practices now. My assumption is that all of you already care about your academics, professional reputation and post-graduation goals. However, in the spirit of being on the same page, here are my expectations in this course:

- Students should be engaged in class, which requires watching lectures, reading articles, participating in module activities and logging into Canvas regularly.
- Assignments are correlated with your post-graduation success. Therefore, students should plan to start assignments in advance and submit assignments on time.
• Communication via email and Canvas submission should take a professional tone and be free of spelling/grammatical mistakes.
• Students should be open to feedback on assignments, as this is a way to grow professionally and a trait that will be valued by supervisors.

Ownership of Education:
As graduate students, you are not passive participants in this course. All students in this program have a background in marketing, advertising, public relations, journalism, or a similar field. Everyone in class will benefit from your expertise and knowledge. If you have something to share with the class from a previous experience, reading an article of interest and/or following someone on social media, please share it with the group. We learn best from sharing resources with each other, as opposed to working in isolation.

This class also allows you to take ownership of your educational experience, where your efforts will equate to your success after graduation. You will know the due dates from the beginning of the semester. Please take personal responsibility to note the due dates and turn assignments in before the deadline.

Required Text
There is not a required textbook for this course. Readings related to the topics that we are covering will be posted in the corresponding weekly module.

I recommend keeping up with publications highlighting current employment trends and industry updates.

Prerequisites
There is not prerequisite knowledge needed for the course. To check how this course satisfies graduation requirements, please contact an advisor in the department.

Teaching Philosophy
Everyone has the opportunity and potential to earn an “A” grade, but high quality work is expected to attain it. Therefore, special efforts should demonstrate: (a) exemplary academic and pre-professional growth, and (b) substantial contributions to the course through participation and collaboration with others.

Course Policies
Attendance Policy:
Because this is an asynchronously delivered online course, attendance in the form of taking roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements section of the site and participate in the weekly module.
Late Work and Make-up Policy:
Deadlines are critical to this class, especially since this class centers around professionalism. All work is due on or before the due date. Given that all assignment descriptions and due dates will be available from the first day of the semester, no late work will be accepted. Extensions for deadlines will only be given for preapproved emergencies so plan on keeping up with the course calendar. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions.

Since all of your assignments will be submitted on Canvas, there is an expectation that you are uploading your assignment files correctly. Therefore, for work to be considered on time, I need to be able to view it as it was originally submitted. Uploading a file that is not recognized by Canvas, uploading a blank document, and/or uploading a file for another class does not allow you to resubmit after the deadline for credit.

Issues with uploading work for a grade is also not an excuse. If you are having technical difficulties with Canvas, there are other means to submit completed work. For example, you can send an email with file attachments to demonstrate that the work was completed on time. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Policy for assignments that can’t be emailed as an attachment if there is a technical difficulty: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/.

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Coursework Submissions:
Below is a chart that contains the course assignments, along with the corresponding percentage of your grade and method of submission. You will note that all assignments and the two module tests will be submitted through Canvas.
<table>
<thead>
<tr>
<th>Assignment Item</th>
<th>Percentage</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume and Cover Letter with Qualification Chart</td>
<td>10%</td>
<td>Canvas</td>
</tr>
<tr>
<td>Interview Preparation Assignment</td>
<td>5%</td>
<td>Canvas</td>
</tr>
<tr>
<td>E-Portfolio with Two Classmate Critiques</td>
<td>20%</td>
<td>Canvas</td>
</tr>
<tr>
<td>Informational Interview with Freelancer &amp; Fee Structure Research</td>
<td>15%</td>
<td>Canvas</td>
</tr>
<tr>
<td>Client Needs Assessment Form &amp; Professional Opinion Statement</td>
<td>10%</td>
<td>Canvas</td>
</tr>
<tr>
<td>Webpage content on specialties, services, and project management process</td>
<td>10%</td>
<td>Canvas</td>
</tr>
<tr>
<td>Freelance Project Bid &amp; Contract Policies and Procedures</td>
<td>20%</td>
<td>Canvas</td>
</tr>
<tr>
<td>Module Test (2)</td>
<td>5%, 5%</td>
<td>Canvas</td>
</tr>
</tbody>
</table>

**Deadlines:**

Below is a snapshot view of the assignments and their corresponding due dates. This class, like others, involves meeting deadlines and taking responsibility of managing multiple commitments. I highly recommend that you note the course due dates in a planner/online scheduler. These due dates will mirror the Canvas modules tab and Canvas calendar, which you will be held accountable for viewing regularly.

<table>
<thead>
<tr>
<th>Assignment Item</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume and Cover Letter with Qualification Chart</td>
<td>Sunday at 11:59pm EST of Week 3</td>
</tr>
<tr>
<td>Interview Preparation Assignment</td>
<td>Sunday at 11:59pm EST of Week 4</td>
</tr>
<tr>
<td>E-Portfolio with Two Classmate Critiques</td>
<td>Sunday at 11:59pm EST of Week 6</td>
</tr>
<tr>
<td>Informational Interview with Freelancer &amp; Fee Structure Research</td>
<td>Sunday at 11:59pm EST of Week 8</td>
</tr>
<tr>
<td>Client Needs Assessment Form &amp; Professional Opinion Statement</td>
<td>Sunday at 11:59pm EST of Week 9</td>
</tr>
<tr>
<td>Webpage content on specialties, services, and project management process</td>
<td>Sunday at 11:59pm EST of Week 10</td>
</tr>
<tr>
<td>Freelance Project Bid &amp; Contract Policies and Procedures</td>
<td>Sunday at 11:59pm EST of Week 12</td>
</tr>
<tr>
<td>Module Test (2)</td>
<td>Sunday at 11:59pm EST of Weeks 5 &amp; 11</td>
</tr>
</tbody>
</table>

**Grading:**

All assignments will be graded on a 100 point scale. There will be a rubric for every assignment located in Canvas. The numeric grade that you receive will account for a percentage of your total grade. Therefore, your final grade in the course will be based on weighted percentages.

The final grade will be awarded as follows:

- A  100%  to  92.5%
- A- < 92.5%  to  89.5%
- B+ < 89.5%  to  86.5%
- B  < 86.5%  to  82.5%
- B- < 82.5%  to  79.5%
- C+ < 79.5%  to  76.5%
- C  < 76.5%  to  72.5%
- C- < 72.5%  to  69.5%
- D+ < 69.5%  to  66.5%
- D  < 66.5%  to  62.5%
- D- < 62.5%  to  59.5%
- F  < 59.5%  to  0%
Rounding policy: The final grade of a student who ends the course with a 92.62 is an A-. The final grade of a student who ends the course with a 92.34 is a B+. When the grade falls at a .5, I will carry the grade to the next decimal point for rounding purposes.

Current UF grading policies for assigning grade points:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course and Assignment Details

Weekly Lectures:
This course is completely asynchronous so all lectures will be pre-recorded. The instructor will post a lecture video(s) to Canvas for 10 of the 12 weeks (Weeks 1-5 and Weeks 7-11). There will also be two additional videos that should be watched at the beginning of the semester – one is an introduction to the course and the other will review the syllabus/course expectations. These videos will vary in length depending on the material, and some topics may be broken up into shorter segmented videos. It is your responsibility to watch each of the videos by Sunday at 11:59pm EST of the week that they are assigned.

Although it is possible to watch the video lectures at any time and at any pace, keeping up with the videos according to the schedule will be easier as they set the foundation for the graded assignments in the course.

Students are encouraged to meet individually with the instructor on an as-needed basis to discuss course material and/or their professional development. The instructor reserves the right to mandate individual meetings when necessary if there is a concern about the student’s progress that can’t be resolved via email.

Resume and Cover Letter with Qualification Chart
Each student will develop a resume and cover letter targeted to a desired position after graduation. Conduct some research and locate a job description that interests you and matches your post-graduation goals. You will want to read over the job responsibilities and skills needed to be successful in this type of position.

The next step will be to create a qualification chart so you can match your experiences and skills to the desired position. You will want to go through the job description again and note the key requirements and then indicate how your background matches up. Consider transferable skills too.

Once you are able to have the qualification chart as a visual, you will create a resume and cover letter in present tense. You will want to go through the module content about resumes and cover letters in order to showcase yourself in the most marketable way and strategically place yourself above the competition. Your resume should be completely updated, and spelling/grammar must be perfect.

For those of you in Gainesville, the Career Resource Center located in the Reitz Union is a great resource if you would like your resume and cover letter critiqued before you submit it. They do offer virtual services as well if you work or are based out of town.

Therefore, for this assignment you will be submitting a job description, qualification chart, targeted resume and targeted cover letter for credit.
Interview Preparation Assignment

As you will learn through this class, there are many ways to prepare for an interview, from thinking of sample questions to practicing your answers out loud. The assignment will be set up as a discussion forum. For your original post, you will find a job description for a position in the online communications field. Please state the name of the position and provide a link to the actual job posting. Below the job description, you will come up with sample interview questions for the job, which will help you learn how to prepare for an interview and think like an employer. You should have 10 total questions --- 1 common interview question, 1 think-on-your-feet question, 2 behavioral questions, 2 job specific questions, 2 technical questions, 1 critical thinking question and 1 freebie that is your choice. You will need to post your job description and questions before seeing your classmates’ posts.
The second part of this assignment will be to select a classmate’s post and respond to 4 of his/her interview questions. Please make sure you read over their job description first. For the 4 questions that you decide to answer, I would like each one to be from a different category (ex. 1 behavioral, 1 technical, 1 job specific and 1 common). You can respond by typing out your answers or by using the webcam feature on the Canvas forum. Please make sure to have a professional tone and provide detailed answers, whether you are typing or on camera.

Assignment Rubric

<table>
<thead>
<tr>
<th>Interview Prep</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of position and link for posting</td>
<td>Provided to classmates and instructor on time</td>
<td>Not provided to classmates and instructor on time</td>
</tr>
<tr>
<td>Amount of Interview Questions</td>
<td>10 questions provided for job posting</td>
<td>Questions present for job posting, but insufficient number</td>
</tr>
<tr>
<td>Type of Interview Questions</td>
<td>Questions match characteristics of question groups</td>
<td>Only certain questions match question group characteristics</td>
</tr>
<tr>
<td>Targeted interview questions</td>
<td>Questions are targeted toward job posting</td>
<td>Some questions are targeted toward job posting</td>
</tr>
<tr>
<td>Interview Answers - Content</td>
<td>Answers question, provides details or supporting examples, keeps focus on results</td>
<td>Answers question, but does not convey enough selling points</td>
</tr>
<tr>
<td>Interview Answers - Diversity of questions</td>
<td>Able to identify different question types in order to select from question groups</td>
<td></td>
</tr>
<tr>
<td>Interview Answers - Targeted</td>
<td>Recognition of what employers are looking for; answers can serve as a foundation for similar positions, clear that job posting was in mind</td>
<td>Attention to audience, but more specifics could have been provided to align with interviewer's goals</td>
</tr>
</tbody>
</table>

Total Points: 100
E-Portfolio with Two Classmate Critiques

Each student will create an e-portfolio website that contains the following items:

- an “about me” section with a professional biography
- an updated resume (as a page and downloadable file)
- work samples from going through the program (and previous work experiences if applicable)
- a “contact me” section
- a professional social media feed OR a way to show employers you are staying current in the field (in the past, some students chose to include a couple blog posts)

***Based on previous employer feedback, for your work samples, make sure you clearly label the project, your task and the skills/programs that you used. The employer will be most focused on your work sample section.

Using the critique form posted in Canvas, students will need to get their portfolios critiqued by two classmates. Please allow enough time for the critiques so you can make the proper edits before the final e-portfolio is due. This project will be the focus of your Professional Development section workshop so there should be enough time for critiques and implementing feedback.

You will submit a link to your e-portfolio, an objective statement for your e-portfolio (the goal of the site) and the two critique forms to Canvas. Please save your critique form as “Your Last Name_Eportfolio Critique for_Classmate’s Last Name”

The objective statement and link will be due by Thursday at 11:59pm EST and the critiques will be due by Sunday at 11:59pm EST. Please use the discussion forum to post the link to your e-portfolio site and the critique forms so that your classmates have access to your site and everyone can see their critiques.
Informational Interview with Freelancer & Fee Structure Research

Conduct an informational interview with a professional who does freelance work within the field of online communications. The freelancer should have at least three years of experience, be a NEW contact, and have the ability to meet for 30 minutes either in-person or virtually (ex. Skype). Phone and/or email meetings will not be accepted because it does not impact your networking ability as much.

Students will take the initiative to locate the professional, arrange a time for an interview, and come prepared with sample questions. As one component of the interview, students will be expected to discuss how this freelancer sets their pricing structure.

After the interview, students will summarize their experience in a two-page paper (double spaced, 10-12 pt font, 1-inch margins). Please use paragraph form and proofread your work. Consider these guiding questions as you write your paper:

1. How did the interview impact your knowledge about the freelancing industry?
2. What new information, ideas, and insights did you gain?
3. Did the interview increase or decrease your interest in freelancing? How so?
On the third page, include the following two items:

1. Type the complete contact information for the person you interviewed, including job title, company name, email address and phone number. Informational interviews submitted without this contact information will NOT be accepted.

2. Type a thank you note to the person you interviewed (proper format will be covered in class). Ideally, you will transfer this note to an actual card and mail it after the interview is complete.

Part II of the assignment will be to research two additional places to learn more information about freelancing pricing structures (I recommend asking about this during your interview to get some ideas of where to start). Students will compare and contrast what information they found from the interview and the two sources.

Once this assignment is graded, a database of resources will be put together for the entire class.

Therefore, you will be submitting your informational interview paper, a page with contact information and a thank you note, and your fee structure comparison research.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freelance Professional</td>
<td>Person selected for the assignment is a freelancer, does work in online communications, has at least three years of experience, this is a NEW contact: 10 pts</td>
</tr>
<tr>
<td>Actual Interview Experience</td>
<td>Interview took place in person or virtually (webcam/microphone used to communicate), interview lasted 30 minutes in duration, questions were relevant to work as a freelancer, questions were prepared in advance 15 pts</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Paper addressed guiding questions posed in the assignment description, paper contained specific information from the interview, paper in paragraph form, paper had a business-like tone, paper met length requirement, but not in paragraph form or too casual of a tone was used 15 pts</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Complete contact information was provided by the deadline 6 pts</td>
</tr>
<tr>
<td>Thank You Note</td>
<td>Thank you note followed format covered in course modules (included specific details and was personalized to make an impact on the receiver) 16 pts</td>
</tr>
<tr>
<td>Sources for Fee Structure Research</td>
<td>Two sources were found, both sources are credible, sources focused freelancing in online communications 17.5 pts</td>
</tr>
<tr>
<td>Comparison of Fee Structure Research</td>
<td>Sources/information gained were compared and contrasted, detail was provided to show the type of information that you received, showed an understanding of information gained 17.5 pts</td>
</tr>
<tr>
<td>Description of criterion</td>
<td>Assignment was proof read, no spelling/grammar mistakes 5 pts</td>
</tr>
<tr>
<td></td>
<td><strong>Total Points: 100</strong></td>
</tr>
</tbody>
</table>


Client Needs Assessment Form & Professional Opinion Statement

Each student will select a company’s website or social media platform and pretend that they are working on a freelance project. Students will develop a needs assessment form that looks at the company’s goals, audience, timeline for completion, decision-makers, etc. This form will also serve as a tool that can be used for all initial client meetings when taking on a freelance project.

Students will then give their professional opinion about the website or social media platform in a statement. This statement should consider professional communication skills and address the company’s strengths, weaknesses, and opportunities for advancement.

Therefore, a needs assessment form and professional opinion statement will be submitted for credit.

Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Needs Assessment Form</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format of Needs Assessment Form</td>
<td>Form contains your information, form looks professional (format of questions, font used, layout on page, etc.)</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Format consistent in regards to fonts, layout, but doesn’t look like it came from a freelance professional</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Form was quickly constructed with just a list of questions</td>
<td>0 pts</td>
</tr>
<tr>
<td>Questions Included on Needs Assessment Form</td>
<td>Questions consider company’s goals, audience, timeline for completion, decision-makers, etc., and order of questions flow from topic to topic, though background information is gathered to formulate an action plan</td>
<td>30 pts</td>
</tr>
<tr>
<td>Ability to use for future clients</td>
<td>Form considered future freelancing work and was made applicable to many clients</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Parts of form could be re-used, but it doesn’t serve the purpose of having a form in place</td>
<td>5 pts</td>
</tr>
<tr>
<td></td>
<td>This form cannot be re-used for future clients</td>
<td>0 pts</td>
</tr>
<tr>
<td><strong>Professional Opinion Statement</strong></td>
<td></td>
<td>20 pts</td>
</tr>
<tr>
<td></td>
<td>Reviewed website/social media and used knowledge from courses in the program to form an opinion, considered goals and audience of the company, provided specific examples that led to conclusion</td>
<td>15 pts</td>
</tr>
<tr>
<td></td>
<td>Reviewed website/social media and used knowledge from courses in the program to form an opinion, considered goals and audience of the program were used to support opinion</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Considered goals and audience of company, but no previous knowledge of company was provided</td>
<td>5 pts</td>
</tr>
<tr>
<td></td>
<td>Opinion statement provided, but website/social media was not reviewed in detail, so opinion statement is incomplete</td>
<td>0 pts</td>
</tr>
<tr>
<td></td>
<td>No opinion is given about website/social media reviewed</td>
<td>0 pts</td>
</tr>
<tr>
<td><strong>Analysis of strengths, weaknesses and opportunities</strong></td>
<td>Strengths, weaknesses, and opportunities were all mentioned in the statement, support provided for analysis</td>
<td>15 pts</td>
</tr>
<tr>
<td></td>
<td>Strengths, weaknesses, and opportunities were all mentioned in the statement, support was not provided for analysis</td>
<td>5 pts</td>
</tr>
<tr>
<td></td>
<td>Only analyzed strengths, weaknesses or opportunities</td>
<td>0 pts</td>
</tr>
<tr>
<td></td>
<td>Strengths, weaknesses, opportunities were not analyzed</td>
<td>0 pts</td>
</tr>
<tr>
<td><strong>Communication to “client”</strong></td>
<td>Statement considered the client, written to a non-tech audience, analysis was respectful to client while still showing a need</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Statement considered the client, written to a non-tech audience, analysis could have been written more professionally (what can be done vs. a negative tone throughout)</td>
<td>5 pts</td>
</tr>
<tr>
<td></td>
<td>Statement was not directed toward the client</td>
<td>0 pts</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>Assignment was proof read, no spelling/grammar mistakes</td>
<td>5 pts</td>
</tr>
<tr>
<td></td>
<td>Well written overall, but proof reading would have enhanced assignment</td>
<td>2 pts</td>
</tr>
<tr>
<td></td>
<td>Several spelling/grammar mistakes</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

Total Points: 100
Webpage content on specialties, services, and project management process

At this point in the semester, you created an e-portfolio, received critiques and revised your site to make it as professional as possible. The next step is to add on to your e-portfolio site and create content for a page that covers your freelance specialties, services and project management process. If you want to break this up into multiple pages, that is fine with me. You do not have to actually publish this page, but it should be ready to go in regards to content and visuals. The goal is to put your freelancing ideas in writing so that you can start considering your specialties and services. If you have something in writing, it is easier to edit down the road and it may inspire you to start your freelancing business sooner.

Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-portfolio addition</td>
<td>Webpage is set up and accessible from the same location as the student's main e-portfolio site.</td>
<td>10 pts</td>
</tr>
<tr>
<td>Freelancing services and specialties</td>
<td>Reader has clear understanding of the work you do, content is written for a non-tech audience, reader would know how you group service packages together, reader would know how to get a quote or more information.</td>
<td>25 pts</td>
</tr>
<tr>
<td>Project management principles</td>
<td>Content is written for a non-tech audience, reader needs more of an understanding of the sequence of events if they hire you, expectations are stated for the working relationship.</td>
<td>15 pts</td>
</tr>
<tr>
<td>Visual appeal</td>
<td>Text is broken up in appropriate places, good use of headings and subheadings, considered font/text size, colors allow for easy reading, images used appropriately.</td>
<td>20 pts</td>
</tr>
<tr>
<td>Branding</td>
<td>Colors, design, layout all align with other e-portfolio pages and marketing materials.</td>
<td>10 pts</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>Content was proof read, no spelling/grammar mistakes.</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Freelance Project Bid & Contract Policies and Procedures

Freelancing is a way to establish yourself as an expert in the field while allowing you to earn extra income. Some students will want to freelance as a primary means of income, while others may occasionally want to take on an extra project. Regardless, it’s important to know how to create a bid and then how to follow up with a contract. This assignment will also allow you to focus on estimating your
time and setting a price for services, which will be vital to get correct. Knowing your time allotment and pay rate will allow you to balance other projects and set standards for future projects.

For this assignment, you will consider a project that takes considerable effort in your field. Students are encouraged to target this assignment to a legitimate freelancing opportunity that can hopefully translate into income and a work sample upon graduation. For example, for web design students, this might be launching a new website for a client. For social media students, this might include creating a strategy and then putting together content for social media platforms.

Part I:

The bid will need to be in a professional template and include a breakdown of the project, noting the main work elements, timeline and price. Therefore, start by using/creating a template that has the date, your name/contact information, and the client’s name/contact information. You will want to indicate in the headline that this is a bid. In the first section, include a brief description of the project and the end goal(s). In the second section, you will want to type a detailed list of the tasks that you will work on and estimate the time of completion. For this project, I highly encourage you to use a flat fee structure as opposed to an hourly rate. You will want to include your pay rate and a justification for the amount (consider benefits to the client, the different elements of the project, etc.).

Part II:

After you state your fee for completing the project, you will include a section on “policies and procedures.” We are going to assume that this will turn into a signed contract. This will set the expectations for your client. Consider the following:

- Do you include any meetings with the client to discuss project goals?
- How/when do you communicate major project updates?
- What is your feedback process?
- How do you handle additional requests?
- If a client decides to stop the project, how do you get compensated?
- When/how do you collect fees?
- Who owns the work? Who pays for hosting and/or images?
- Feel free to include anything else that you see fit.

How long should this assignment be? There is no right or wrong length. When creating this assignment, I envisioned Part I being around 2 pages and Part II being around 2 pages.

Note: This project will be the focus of your freelancing section workshop.
Module Test (2)

There will be a test on the content from Weeks 1-5 due by the end of Week 5 (Sunday at 11:59pm EST). There will be another test on the content from Weeks 7-11 due by the end of Week 11 (Sunday at 11:59pm EST). Each test will contain 30 multiple choice questions based off the weekly recordings, PowerPoints, readings and supplementary resources. Each test will be taken on Canvas and you will have 45 minutes to complete the test. You will be able to see all the questions at once, but you may only take the test once. Please make sure you review the material in advance to have enough time and please make sure you are taking the test with a good Internet connection.

The test should be an individual experience and any violation of that is considered academic dishonesty. There will not be any make-up tests under any circumstances given that the test will be open for a window of time.
Assignment Rubric
Each multiple choice question is worth 1 point. There will be 30 multiple choice questions per test.

University Policies

University Policy on Accommodating Students with Disabilities:
Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:
Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:
Other are available at http://www.distance.ufl.edu/ getting-help for:

- Counseling and Wellness resources
  - http://www.counseling.ufl.edu/cwc/ 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distanceupport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty
All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students’ responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others’ ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.
Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one’s own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student’s responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Schedule

Weekly Module Dates
The course will be set up by weeks, with each week beginning Monday at midnight and going through Sunday at 11:59pm EST. When something is due Week #___, it means by Sunday at 11:59pm EST of that week. This includes watching lectures, reading course material and completing assignments.

Below are the weekly dates for the semester:
Week 1: Jan. 4 – Jan. 8 (Wednesday start due to UF calendar)
Week 2: Jan. 9 – Jan. 15
Week 3: Jan. 16 – Jan. 22
Week 4: Jan. 23 – Jan. 29
Week 5: Jan. 30 – Feb. 5
Week 6: Feb. 6 – Feb. 12
Week 7: Feb. 13 – Feb. 19
Week 8: Feb. 20 – Feb. 26
Week 9: Feb. 27 – March 5
Week 10: March 6 – March 12 (We work through Spring Break since this is a 12-week course)
Week 11: March 13 – March 19
Week 12: March 20 – March 26
Course Schedule

Introduction and Syllabus
- Recorded Course Introduction: Located on Canvas home page and in Week 1 module
- Recorded Syllabus Introduction: Located on Canvas home page and in Week 1 module

Week One: Career Development Theories, Conducting Career Research
Learning Objectives:
- Compare career development theories and evaluate how these theories impact career development and career selection.
- Identify and locate professional associations, reliable resources on the Internet and professionals in the field that will assist with gaining accurate career information.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Make sure to watch the course introduction and syllabus/expectations videos.
- Explore Canvas in depth and take note of course due dates.

Week Two: Networking, Networking Tools, E-Portfolios
Learning Objectives:
- Build authentic relationships from networking and use networking tools to distinguish yourself as a professional.
- Create and maintain an e-portfolio site that highlights work samples, skills in online communications and post-graduation goals.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Read over Informational Interview with Freelancer & Fee Structure Research assignment description and start pacing yourself to complete this before the deadline (Week 8)

Week Three: Conducting a Targeted Job Search, Resumes and Cover Letters
Learning Objectives:
- Construct a qualification chart and organizational system to go through a targeted job search.
- Develop job search materials such as a resume and cover letter that are targeted toward a job in an online communications field.
Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Resume and Cover Letter with Qualification Chart due

Week Four: Interviewing, Salary Negotiation

Learning Objectives:
- Distinguish interview questions based on question groups and practice techniques for answering during an interview setting.
- Identify best practices for an interview such as showing engagement, asking questions and writing thank you notes.
- Advocate for a salary and/or promotion that meets your educational level and work experience.
- Establish a strategy for responding to an employer during the salary negotiation process.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Interview Preparation Assignment due
- Continue to work on Informational Interview with Freelancer & Fee Structure Research assignment

Week Five: Decision Making, Asking for a Raise, Best Practices in the Workplace

Learning Objectives:
- Compare and contrast job offerings, noting the job-related factors and personal factors that go into making a decision.
- Identify the characteristics of a good letter to accept, delay or reject a job offer.
- Evaluate job performance in order to design a written and/or oral pitch for a raise.
- Recognize best practices in the workplace in regards to company culture, email etiquette, and team work.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Study for Professional Development test (Weeks 1-5)
- Module Test due
Week Six: Professional Development Section Workshop

Learning Objectives:
- Apply knowledge of professional development topics by working on projects and taking a quiz.
- Review and provide feedback on e-portfolios for the online communications field.

Watch & Read:
- N/A – Workshop Week

Assignments:
- E-Portfolio with Two Classmate Critiques due

Week Seven: Setting Business Goals, Working with Clients

Learning Objectives:
- Formulate SMART business goals for potential freelancing opportunities.
- Determine best practices for working with clients and stakeholders who do not have a technical background.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Continue to work on Informational Interview with Freelancer & Fee Structure Research assignment
- Finalize e-portfolio based on instructor feedback

Week Eight: Bids, Contracts, Policies and Procedures, Creating Forms (ex. Needs Assessments)

Learning Objectives:
- Create materials needed for client acquisition like a webpage dedicated to specialties/services and an initial client needs assessment.
- Develop a bid for freelance work that considers timelines, fees, and policies and procedures.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Informational Interview with Freelancer & Fee Structure Research assignment due
Week Nine: Responding to Bids, Project Management

Learning Objectives:
- Establish best practices for responding to business requests, and articulate freelance services and client benefits.
- Manage projects effectively while maintaining a professional reputation and utilizing best practices in business.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Client Needs Assessment Form & Professional Opinion Statement due

Week Ten: Focusing on Specialties, New Client Acquisition, Becoming an Industry Expert, Contracting Out

Learning Objectives:
- Examine areas of expertise to position yourself as a specialist and create a strategy for increasing your knowledge in this area.
- Execute tactics that establish yourself as an industry expert and add additional sources of income.
- Recognize when it is appropriate to contract services out to create partnerships and/or expand your business.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Webpage content on specialties, services, and project management process due

Week Eleven: Deciding if Freelancing is a Good Fit, Learn from Freelancing Experts

Learning Objectives:
- Research industry standards and reflect if freelancing aligns with your business goals.
- Select some industry experts to learn from their experience and knowledge.

Watch & Read:
- Watch recorded lectures in weekly module on Canvas.
- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:
- Study for Freelancing test (Weeks 7-11)
- Module Test due
Week Twelve: Freelancing Section Workshop

Learning Objectives:
- Apply knowledge of freelance topics by working on projects and taking a quiz.
- Examine how a mock freelance bid can apply to a real-world opportunity to gain experience.

Watch & Read:
- N/A – Workshop Week

Assignments:
- Freelance Project Bid & Contract Policies and Procedures due

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes will be communicated clearly. Students should expect these changes to take place. Students are responsible for taking note of these updates and will be held accountable for new deadlines.