

MMC 6936 – Personal Branding and Professional Development

Spring 2018 – 1 Credit – X1C90

Instructor

Jorie Scholnik, M.Ed., Ed.S., NCC

Jorie.Scholnik@ufl.edu

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 Jorie.Scholnik@ufl.edu 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/professionaldevelopment/>

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 Jorie.Scholnik@ufl.edu. 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 professional development courses (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/professionaldevelopment/>

Course Description

This course will connect students’ education in the program and their previous experiences to their post-graduation goals, whether that is obtaining a new job, earning a promotion and/or freelancing. The goal is to focus on professional development topics so students 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, creating e-portfolios 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.

Students will begin thinking of themselves as professionals and consider their personal brand as they pursue opportunities. A student’s personal brand online, in-person and through written documents will be emphasized.

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.
- Identify actions and materials that contribute to a personal brand in both an online and in-person environment.
- Use materials that highlight their personal brand such as a biography and networking business card.

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. There will be a weekly recorded lecture, assigned readings, quiz, and supplementary activities/resources for eleven weekly modules. The 12th module/Week 12 will take the form of a workshop, where students will focus on peer reviews and updates to their e-portfolio site, which is the capstone project for the course.

The instructor will send out a weekly announcement to introduce the content and have reminders 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 require 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 will 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 weekly quizzes will be submitted through Canvas.

Assignment Item	Percentage	Submission
Networking Business Card (NBC)	10%	Canvas
Resume and Cover Letter with Qualification Chart	20%	Canvas
Interview Preparation Assignment	10%	Canvas
E-Portfolio	25%	Canvas
E-Portfolio Classmate Critiques (2) and Updates	15%	Canvas
Weekly Quizzes (Weeks 1-11)	20%	Canvas

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.

Assignment Item	Deadline
Networking Business Card (NBC)	Sunday at 11:59pm EST of Week 4
Resume and Cover Letter with Qualification Chart	Sunday at 11:59pm EST of Week 7
Interview Preparation Assignment	Sunday at 11:59pm EST of Week 8
E-Portfolio	Sunday at 11:59pm EST of Week 11
E-Portfolio Classmate Critiques (2) and Updates	Sunday at 11:59pm EST of Week 12
Weekly Quizzes (Weeks 1-11)	Sunday at 11:59pm EST of Weeks 1-11

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 Weeks 1-11 on the Monday of each corresponding week. There will also be an additional video that should be watched at the beginning of the semester – an introduction to the course and a review the syllabus/course expectations. Each recording 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. Watching the video lectures in a timely fashion will also allow you to do better on the quizzes.

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.

Networking Business Card (NBC)

A Networking Business Card (NBC) is an excellent tool that you can use to showcase your skills and/or gain freelance opportunities. Having a networking card enhances your brand, makes you look professional and can really make gaining contacts easier. The best part of a networking business card is that it allows you to promote yourself as opposed to being tied to a company. (Caution: Be careful when you are promoting yourself vs. when you are representing your employer.)

To create and submit your NBC:

1. Go to VistaPrint

On Vistaprint, click: Business Cards ---> Networking Cards --->Browse our Designs ---> Select a card option that has a front side and a back side ---> Note: You don't have to follow their suggestions for the text boxes. Whatever you type in the box will appear in the card. Customize it for yourself and for your networking purposes/goals.

Note: If you want to use another website or just upload your own design to fit a business card template, that is completely fine!

Note: You do not actually have to purchase the card for this class. Of course, I think it's a great networking tool, but as stated above, I'm not requiring it. Consider saving your design for future uses though.

2. Items to include: name, title, contact information (phone number, e-mail address, e-portfolio link, professional social networking accounts if applicable), degree, desired job (if applicable), summary of skills/qualifications. If appropriate, you could also put previous experiences or clients. Remember, networking cards are two-sided so you have extra space.

Note: If you are using this card to gain freelancing opportunities, consider listing the type of projects that you work on or your specialty areas (as opposed to summary of skills/qualifications if you are using the card to seek job opportunities).

3. Make sure the colors and fonts are consistent, professional and reflective of your industry and/or brand. Watch the contrast between your text and the background color as well. You may add a picture to your card if it is appropriate.

4. You will also want to consider what is most appropriate for the front of the card. Make sure your name and title are quickly visible to the viewer.

5. You will submit the front AND back sides of your card to Canvas. Please use a .pdf or .jpg file extension.

Assignment Rubric

NBC 		
Criteria	Ratings	Pts
Contact Info Included (name, phone, email, e-portfolio link)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	7 pts
Professional Info Included (title, degree, desired job)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	7 pts
Summary of skills/qualifications (wording - parallel structure, keywords used, top selling points included)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
Credibility (skills, previous experiences, previous clients, etc)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	20 pts
Colors and fonts selected (easy to read, contrast)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Information strategically placed on card	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Use of two sides of card, amount of text on each side (didn't overload card)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Branding/Professionalism	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Spelling and grammar	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	6 pts
		Total Points: 100

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. This class is focused on a targeted job search so please use this opportunity to apply the specific tips from lecture. 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.

Assignment Rubric

R & CL with Qualification Chart ✎ 🔍 🗑						
Criteria	Ratings				Pts	
Qualification Chart	Chart contains list of job requirements and matching qualifications, specific examples are used, reflects going through the entire job description 10 pts	Chart contains list of job requirements and matching qualifications, but more detail should have been provided to help with targeting the job description 5 pts	No chart, incorrect format, and/or no detail provided 0 pts	10 pts		
Resume Content	Appropriate section headings are included, Bullet points are used to provide supporting information, Keywords are used while still considering all audiences 10 pts	Top selling points are not included (ex. explanation of tasks), but section headings reflect a well-rounded candidate 5 pts	Minimal content, wording does not reflect an interest in online communications 0 pts	10 pts		
Resume - Targeted & Quantified	Order of section headings and explanations match job description, specific details and results are included 20 pts	Content describes tasks, but specifics are not customized to job and/or show outcomes 10 pts	Generic content, no supporting figures 0 pts	20 pts		
Cover Letter Content & Paragraph Structure	Cover letter breaks down job-specific skills and transferable skills, paragraphs focused around a certain topic, four-paragraph structure from module considered, bullet points are used effectively, ideas are conveyed clearly and audience is taken into consideration 15 pts	All of the criteria mentioned, but bullet points are not used effectively or paragraphs don't contain a specific focus 12 pts	Cover letter highlights hard and soft skills, but could be organized better to focus on a specific skill set. 8 pts	Paragraph structure and content is appropriate, but audience is not taken into consideration 4 pts	Content does not flow and letter is hard to follow along 0 pts	15 pts
Cover Letter - Targeted & Specific Examples	Cover letter elaborates on experiences, contains top selling points, specific examples are included 15 pts	Cover letter expresses interest in online communications, but key points from qualification chart are left out. More details need to be included. 8 pts	Generic content that could be circulated to any employer 0 pts	15 pts		
Format of R & CL	Refer to PPT slides --- format, length, font size, structure, etc. 10 pts	Only resume or cover letter has correct format 5 pts	Resume and/or cover letter does not adhere to standards from module. Format sloppy when viewing materials on different devices. 0 pts	10 pts		
Spelling & Grammar	Materials proof read. No spelling or grammatical mistakes. 10 pts	Proof reading work would have resulted in fewer careless mistakes. 5 pts	Several spelling and grammatical errors 0 pts	10 pts		
Updated Materials	Materials updated (ex. grad program, internship, freelance work, etc all current) 10 pts	Only resume or cover letter was updated 5 pts	Resume and cover letter were not updated 0 pts	10 pts		
Total Points: 100						

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. Please refer to lecture about the nature and goal of each question group. 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

Interview Prep   				
Criteria	Ratings			Pts
Name of position and link for posting	Provided to classmates and instructor on time 5 pts	Not provided to classmates and instructor on time 0 pts		5 pts
Amount of Interview Questions	10 questions provided for job posting 10 pts	Questions present for job posting, but insufficient number 6 pts	No questions posed for job posting 0 pts	10 pts
Type of Interview Questions	Questions match characteristics of question groups 15 pts	Only certain questions match question group characteristics 9 pts	Questions do not conform to characteristics of specific question groups 0 pts	15 pts
Targeted interview questions	Questions are targeted toward job posting 20 pts	Some questions are targeted toward job posting 12 pts	Questions are too generic 0 pts	20 pts
Interview Answers - Content	Answers question, provides details or supporting examples, keeps focus on results 20 pts	Answers question, but does not convey enough selling points 12 pts	Answers don't relate to question or provide enough supporting detail 0 pts	20 pts
Interview Answers - Diversity of questions	Able to identify different question types in order to select from question groups 10 pts		Answers picked at random 0 pts	10 pts
Interview Answers - Targeted	Recognition of what employers are looking for, answers can serve as a foundation for similar positions, clear that job posting was in mind 20 pts	Attention to audience, but more specifics could have been provided to align with interviewer's goals 12 pts	Provides answers, but no strategy or consideration of employer 0 pts	20 pts
Total Points: 100				

E-Portfolio

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)
 - including changes based on feedback from resume assignment
- 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)

***For your work samples, make sure you clearly label the project, your task and the skills/programs that you used. If there was a specific outcome achieved or a notable result, that should be included too. The employer will be most focused on your work sample section.

Please upload the link to your e-portfolio to the Canvas dropbox *AND* to the e-portfolio critique discussion forum so that it can be graded and your classmates can access your site for their reviews.

When you upload the link to your site to both locations, you will also include an objective statement (the goal) of your e-portfolio site. Please note that even though you will have the opportunity to make updates, every section should be complete at this point.

Assignment Rubric

E-portfolio   					
Criteria	Ratings				Pts
Resume	Updated Resume, feedback from resume assignment considered, on page and downloadable file 10 pts	Updated resume, feedback from resume assignment NOT considered, on page and downloadable file 5 pts	Resume only present as a page or file 3 pts	This section of the site was not present by the due date 0 pts	10 pts
Professional bio	Bio is 5-7 sentences, each sentence serves a purpose, direct experiences/accomplishments are mentioned, written in professional and approachable tone, top selling points are highlighted 15 pts	Professional in tone and background mentioned, but a lot of unsupported claims or excessive word choice 8 pts	Bio does not contain many professional details, focus is more social in nature 5 pts	No bio present or spelling/grammatical mistakes 0 pts	15 pts
Work Samples	Work samples reflect professional skills, samples clearly labeled, objective and skills used clearly documented 30 pts	Work samples updated and clearly labeled, but your role/skills/goal not included 15 pts	Work samples are present, but listed in a way that employers/audience can't understand projects 8 pts	Not enough work samples to showcase background or work samples not updated 0 pts	30 pts
Layout/Design	Colors align with brand, work samples easy to locate, name and expertise are highlighted, clear that this is an e-portfolio site, pages are clearly labeled 15 pts	Clear that this is an e-portfolio site, pages used to break up information, but more consideration needed to be given to page navigation and/or page names 8 pts	Site looks unprofessional 0 pts		15 pts
Written Content	Content is free of spelling/grammatical mistakes, professional tone throughout, enough content provided to convey professional background 15 pts	Conveyed professional background, but tone too informal and/or audience not taken into consideration 5 pts	Spelling and grammatical mistakes 0 pts		15 pts
Contact Info	Contact info included and visible from all pages 5 pts	Contact info only included on one page 1 pts	No contact info or just a form to contact you was created 0 pts		5 pts
SM Feed/Blog	SM feed or blog included, posts are recent and professional, minimum of three posts included 10 pts	SM feed or blog included, but posts are not recent or not enough are included 3 pts	Professional social media feed or blog not included 0 pts		10 pts
Total Points: 100					

Two Classmate Critiques and E-Portfolio Updates

Using the critique form posted in Canvas, students will need to provide critiques for **two classmates**. After considering the feedback from your classmates, you will make some updates to your site. This process will be the focus of the Week 12 workshop week so there should be enough time for critiques and implementing feedback.

The critiques will be due by Thursday at 11:59pm EST and the updates will be due by Sunday at 11:59pm EST. Please save your critique form as “Your Last Name_Eportfolio Critique for_Classmate’s Last Name”

For organizational purposes, post your critique form as a reply to the original post of your classmate on the discussion forum. That way, everyone can easily see if they have any critiques. Also consider “sharing the wealth” when it comes to the e-portfolio critiques. If you see a classmate has already received multiple critiques and someone else doesn’t have any, one site will benefit more from a review...

When you upload the link to your final e-portfolio by Sunday at 11:59pm EST on Canvas, please include a short blurb (a couple sentences will due) about the changes you made to your site.

A sample e-portfolio critique form with feedback will be uploaded for a frame of reference.

Assignment Rubric

Classmate Critiques and E-Portfolio Updates   					
Criteria	Ratings			Pts	
Two critiques completed	Two critiques completed 20 pts	One critique completed 10 pts	No critiques completed 0 pts	20 pts	
All measures assessed	All aspects of the portfolio were evaluated 10 pts		Missed some sections to evaluate 0 pts	10 pts	
Feedback provided	Detailed feedback was given on the dimensions, reviewed e-portfolio sites in full, offered specifics about what was done well AND examples of how the site could be improved 30 pts	Specifics about what was done well were provided, but no suggestions for improvement given 20 pts	ONLY basic comments were left, Comments did not provide direction (Ex. good job, cool design) 10 pts	No detailed comments were given 0 pts	30 pts
E-Portfolio Updated	Main suggestions from critiques taken into consideration 40 pts	Main suggestions not taken into consideration 20 pts	No updates from original submission 0 pts	40 pts	
				Total Points: 100	

Weekly Quizzes (11 Total)

There will be a quiz that needs to be completed by Sunday at 11:59pm EST of each week there is a pre-recorded lecture (Weeks 1-11). Each quiz will contain 5 multiple choice questions based off the weekly recording(s). Each quiz will be taken on Canvas and you will have 10 minutes to complete the quiz. You will be able to see all the questions at once, but you may only take the quiz once. Please make sure you review the lecture in advance to have enough time and please make sure you are taking the quiz with a good Internet connection. The quizzes are not meant to hurt you. Rather, they are meant as a way to make sure you are staying up-to-date with the class lectures.

The quiz should be an individual experience and any violation of that is considered academic dishonesty. There will not be any make-up quizzes under any circumstances given that the quiz will be open for a window of time.

Assignment Rubric

Each multiple choice question is worth 1 point. There will be 5 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/](http://www.distance.ufl.edu/getting-help) 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 distancesupport@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. 8 – Jan. 14

Week 2: Jan. 15 – Jan. 21

Week 3: Jan. 22 – Jan. 28

Week 4: Jan. 29 – Feb. 4

Week 5: Feb. 5 – Feb. 11

Week 6: Feb. 12 – Feb. 18

Week 7: Feb. 19 – Feb. 25

Week 8: Feb. 26 – March 4

Week 9: March 5 – March 11

Week 10: March 12 – March 18

Week 11: March 19 – March 25

Week 12: March 26 – April 1

Course Schedule

Introduction and Syllabus

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

Week One: Foundational Career Terms, Conducting Career Research

Learning Objectives:

- Recognize career development terms and understand how they influence 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 video.
- Explore Canvas in depth and take note of course due dates.
- Weekly Quiz

Week Two: Networking

Learning Objectives:

- Build authentic relationships from networking and understand the hidden job market.
- Identify situations where networking opportunities are present.

Watch & Read:

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

Assignments:

- Weekly Quiz

Week Three: Networking Tools

Learning Objectives:

- Connect the importance of networking tools to establishing a personal brand that is professional in nature.
- Develop networking tools such as a networking business card, elevator speech and professional biography.

Watch & Read:

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

Assignments:

- Weekly Quiz

Week Four: Developing and Leveraging a Personal Brand

Learning Objectives:

- Distinguish ways that a personal brand is created through in-person interactions, online interactions, and job search and/or self-promotional materials.
- Capitalize on opportunities to create a professional image in the field of online communications.

Watch & Read:

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

Assignments:

- Weekly Quiz
- Networking Business Card (NBC) due

Week Five: E-Portfolios

Learning Objectives:

- 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:

- Weekly Quiz
- Look ahead at e-portfolio assignment and pace yourself for the completion of this assignment

Week Six: 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:

- Weekly Quiz

Week Seven: Interviewing

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.

Watch & Read:

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

Assignments:

- Weekly Quiz
- Resume and Cover Letter with Qualification Chart due

Week Eight: Salary Negotiation

Learning Objectives:

- Advocate for a salary 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:

- Weekly Quiz
- Interview Preparation Assignment due

Week Nine: Decision Making

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.

Watch & Read:

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

Assignments:

- Weekly Quiz
- Work on your e-portfolio site

Week Ten: Asking for a Raise and/or Promotion

Learning Objectives:

- Analyze appropriate situations or circumstances to ask for a raise.
- Evaluate job performance in order to design a written and/or oral pitch for a promotion.

Watch & Read:

- Watch recorded lectures in weekly module on Canvas.

- Read articles related to the topics covered in the weekly module on Canvas.

Assignments:

- Weekly Quiz
- Work on your e-portfolio site

Week Eleven: Best Practices in the Workplace

Learning Objectives:

- Recognize best practices in the workplace in regards to company culture, email etiquette, and team work.
- Explain how to identify co-workers' personality and strengths to maintain productive workplace relationships.

Watch & Read:

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

Assignments:

- Weekly Quiz
- E-Portfolio due

Week Twelve: Workshop Week

Learning Objectives:

- Apply knowledge of professional development topics by working on a capstone project.
- Review and provide feedback on e-portfolios for the online communications field.

Watch & Read:

- N/A – Workshop Week

Assignments:

- Two E-Portfolio Classmate Critiques and E-Portfolio Updates 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.