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## Digital Brand and Reputation Management

FALL 2018  
3 CREDIT HOURS

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### INSTRUCTOR

**Courtney O'Connell**  
**coconnell@ufl.edu**  
**610-392-3035**  
**@courtoconnell**

#### Contact Me

Email is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment. Please note that I will not reply to any class related messages sent to me on any social media platforms.

#### Office Hours

I am available Monday nights from 6-9pm EST virtually (Zoom, Skype, or Facetime) by phone appointment. If that time range does not work for you, please email me to coordinate a time.

#### Instructor Bio

Courtney O'Connell leads the global training and development strategy for APCO Worldwide. *MeetingsNet Magazine*, *The Huffington Post* and *RuleBreaker Magazine* have all named her a change agent in the U.S. education system. With an extensive background in higher education, her popular TEDx talk, "Go All In on Education" and widely read *Huffington Post* columns empower educators to harness and apply an entrepreneurial spirit to education.

Courtney worked with best-selling author Erik Qualman, to develop digital leadership content to educate and evoke the startup spirit within individuals—from CEOs to schoolteachers to college students. While working for Qualman, Courtney developed a digital reputation curriculum for the NCAA based on the book they co-authored *What Happens on Campus, Stays on YouTube*.

Previously, O'Connell served as a professor of leadership and the Associate Director of Leadership & Training at Rutgers University, where she developed The Big Ideas in Higher Education Conference. The event served as a catalyst for the growing movement promoting innovation and collaboration in higher education. Courtney worked for Rutgers when the school entered the Big Ten conference, and recognizes the value of the college athletic conferences to their home institutions.

A leader on the American College Personnel Association's Presidential Task Force on Digital Technology in Higher Education, O'Connell worked with individuals and organizations to help

them better understand and utilize evolving digital trends. At the nexus of innovation and education, O'Connell inspires others to expand their thinking with insights into the education system's challenges.

## COURSE WEBSITE & LOGIN

Your course is in Canvas (UF e-Learning). Go to <http://elearning.ufl.edu/>. Click the orange "Log in to e-Learning" button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on "All Courses" on this menu. After clicking "All Courses", you have the option to put the course on your dashboard by clicking on the star to the left of the course's name.

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

### Zoom

We will be using Zoom for live class meetings. Instructions on how to download and operate Zoom can be found in the course website.

## THIS COURSE

### Course Layout

Each week, you will be assigned lectures to watch, readings, and assignments. There will be one project due at the end of the semester. These tasks can be found on each weekly module.

## Description

Research indicates that 92% of children under the age of two already have a digital footprint. Yes, what happens offline stays online. This is a fundamental shift in society. You could choose the path of technology avoidance, but it would be increasingly difficult to succeed without these digital tools and your reputation could still be compromised.

This course introduces students to the guidelines and proven best practices that ensure individuals can produce and protect their reputation online. We'll focus on the practical application of these guidelines, and help students build their personal online reputation throughout the course of the semester. It is important to distinguish this course from others that focus on brand or organization reputation. This course will solely focus on producing and protecting an individual's digital reputation. Case studies and current events will provide for rich discussion and reflection.

The emerging economy coupled with the accessibility of digital tools, has led to many people being able to earn a living off their digital reputation. We hear stories all the time of YouTube celebrities, or people that quit their job to be an Instagram influencer. The goal of this course is not to teach students how to turn their digital reputation into a revenue generator. Although you could take some of the principles taught in this course to lay a foundation for that kind of work, it is not the intent of the course. Students will learn how to create a reputation that can be used to build one's network, make someone a more favorable candidate to future employers, and ensure that the individuals have ownership over their digital reputation.

## Objectives

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

- Define the key concepts and explain the importance of a digital reputation.
- Provide analysis on their own digital reputation as well as the digital reputation of others.
- Use digital platforms strategically to produce and protect their digital reputation.
- Compose and create intentional digital content across 3 or more platforms to build their personal digital brand.
- Explain best practices that individuals can follow when they experience negativity towards their digital reputation.
- Define their digital voice online, and how to strategically build a presence online using their voice.

## 10 Questions

Students will be able to answer the following 10 questions by the end of this course:

- What is a digital reputation?
- What is a personal brand?
- Why is a strong personal digital reputation important?
- What does success look like for the individual (student) in terms of building their digital reputation?
- What can you do to produce your reputation?
- What are the best platforms and how can you use them to produce your digital reputation?

- How do you build a strategy and goals to guide you in creating a strong digital reputation?
- How do you protect your digital reputation?
- What can you do when you make a mistake that has a negative impact on your digital reputation?
- What can one do to combat cyberbullying, and ensure safety online?

## Course Deliverables

In this course, there will be weekly discussions, reflection papers, quizzes, and one group project.

## COURSE EXPECTATIONS

I have designed this course with the mentality that “you will get out what you put in”. We will have a live class meeting via Zoom, and assignments will be due periodically throughout the semester. This course is 12 weeks long.

### Attendance

You are expected to join live lectures when they occur. If you are unable to make it, you will need to watch the recording. Participation in weekly discussions will be part of your overall ‘discussions’ grade. Attendance is not factored into your grade.

**Live Class Meeting:** We will meet on Zoom every other Monday of the semester from 7-8pm EST.

### Interactions

Zoom allows all of us to have a voice in an online environment. Students are encouraged to speak up, utilize the chat feature, and be actively engaged in class. I encourage all of you to interact – the more interaction, the richer the learning experience! Please adhere to the netiquette communications guidelines posted on Canvas.

### Accountability

You are expected to log into your Canvas course multiple times each week. Your work is expected to be completed on time and you are expected to remain actively involved throughout the semester. All discussions, inside and outside of Canvas and Zoom, are expected to be held in a professional manner. You should always be respectful of the instructor and your fellow students.

### Group Work

The final project will be a group project. Group members are expected to contribute equally and communicate accordingly. You will evaluate your group members as part of the project grade. The evaluations are your opportunity to express whether or not your group members contributed equally. Part of your individual project grade will reflect how your group members evaluated you.

### Ownership 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 similar fields. This class allows you to not only take ownership of your educational experience but to

also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

## REQUIRED TEXT

1. **The Art of Social Media: Power Tips for Power Users**  
by Guy Kawasaki et al.  
**Link:** <http://a.co/7owX3tM>
2. **Strategic Personal Branding – HBR Case Study**  
**Link:** <https://hbr.org/product/strategic-personal-branding--and-how-it-pays-off/BH842-PDF-ENG>
3. **What Happens in Vegas Stays on YouTube**  
By Erik Qualman  
**Link:** <http://a.co/0oRl4as>

## PREREQUISITE KNOWLEDGE & SKILLS

None.

## TEACHING PHILOSOPHY

My teaching philosophy is based on three key principles: to be student centered, to be practical, and to be empowering. My student-centered approach is illustrated by a range in delivery methods and content mediums to ensure all learning styles have an opportunity to succeed. Students will not read anything that is 5 years or older, and that is to ensure all content is relevant. The assignments are designed with a major emphasis on application, and the overall course structure was designed with the intention to be as practical as possible for the student. Finally, in any course I have taught, I hope the content combined with my teaching and the assignments is empowering to the student. It is always my goal that the students complete the course feeling more confident in their abilities, and inspired to do things they once felt unsure or uncomfortable about. This course is no different. Putting one's work, thoughts and ideas online is not easy for most. I hope students feel confident and empowered to produce a strong digital reputation by the end of the course.

## COURSE POLICIES

## Attendance Policy

You are expected to log onto the course and check your email at least once per day to check for important announcements.

You must attend live class. If you miss class for a valid reason, notify me and you will watch a recording of the lecture and submit a summary of what we covered. An example summary can be found on Canvas.

The attendance policy is consistent with UF's policy, found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

## Late Work & Makeup Policy

You will not be penalized for missing live class, but you will need to submit the summary within 48 hours of the class.

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- |   |                     |
|---|---------------------|
| • Less than an hour late                              | 05 points off       |
| • More than an hour late but less than 24 hours late  | 10 points off       |
| • More than 24 hours late but less than 48 hours late | 15 points off       |
| • More than 48 hours late                             | 25 points off       |
| • A week or more late                                 | Not accepted at all |

**Issues with uploading work for a grade is not an excuse.** If a student is having technical difficulties with Canvas, there are other means to submit completed work. The student may email me the assignment in a pdf file if there are uploading emails. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

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. Email your academic advisor and put "dropping a course" in the subject line. Your academic advisor will reply with the necessary procedures.

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

All assignments, quizzes, etc. will be submitted electronically through Assignments in Canvas.

## Deadlines

This class, like others, involves many deadlines. Here is a reminder. Each week begins on a Monday, and ends on a Sunday.

- Discussion Posts 11:59pm Thursdays
- Reflection Papers 11:59pm Sundays of weeks 2,3,4,6,7,8,9
- Quizzes 11:59pm Fridays of weeks 5,9,12
- Final group project 11:59pm on Sunday of week 12

## Grading

**All assignment grading will be on 100 point scale.**

Your work will be evaluated according to the following distribution:

- Quizzes 15%
- Projects 20%
- Participation 20%
- Reflection Papers 45%

Your final grade will be rewarded as follows.

A	100%	to	93.5%
A-	< 93.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	83.5%
B-	< 83.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	73.5%
C-	< 73.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	63.5%
D-	< 63.5%	to	59.5%
F	< 59.5%	to	0%

## 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 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 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 [distancesupport@jou.ufl.edu](mailto: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/%20sccr/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.

## COURSE & ASSIGNMENT DETAILS

### Lectures

Lectures will be live approximately once every 2 weeks, and will be conducted via Zoom. Lectures will be recorded, in case you have a valid reason for being absent. All other recorded lectures will become available on Monday of each week.

### Assignment Details

#### Discussions

All discussions will be driven by the students and news articles they choose week to week. Please see an overview of how this will work below. The first week, I will facilitate an introductions discussion to ensure students get to know one another. However, after that, it will be assigned to one student per week to pick an article and lead the discussion.

#### Discussion Post Topics:

Given the nature of digital reputation, and its ongoing presence in the news, discussion will be a key component of the course. These discussions will mostly be driven by the latest news stories related to digital reputation.

- **Conversation Starter/Digital Reputation in The News:** Students will be assigned one week each that they will share the “conversation starter” as well as outline 3-5 questions they want their peers to answer in reaction to the story. The questions should illustrate the student’s familiarity with the story, and their ability to synthesize the story with the latest content being covered in the course.
- **Replying to Weekly Discussion Starters:** Students are expected to participate weekly in discussion with a brief reaction or response to the conversation starter. They should illustrate a synthesis of course content in their responses and reactions to the conversation starter presented.
- **Project Example:** An example of a story one might use as the weekly discussion starter:  
[One Woman's Facebook Success Story: A Support Group For 1.7 Million : All Tech Considered : NPR](#)

Students would follow that with a few questions that showed their knowledge of the story and how it might connect to course content related to “creating the conversation” or producing your digital reputation. The second component, replying to these discussions, would simply be students replying to the prompt showing their knowledge of the story and their ability to connect it to the course content. Student replies should be at least 100-150 words.

## Reflection Papers

### **Reputation & Sharing Audit Reflection Paper**

This will be a two-part assignment that will take place over the course of the first two weeks of the class. The first part is a Digital Reputation Audit using BrandYourself.com’s free version of their reputation audit. The second component of the assignment is a sharing audit. The student begins by looking at their Twitter, Instagram, LinkedIn, and/or Facebook page. They will make a chart with two columns; the first column has the screengrab of the post and the second column has the reason why they shared it. Students will make a list of ten recent shares, and the reasons paired with the posts can be as simple as “thought my audience would like it” or “just thought this was cool.” After they do the reputation audit and sharing audit, they will need to write a 500-700-word reflection paper about the experience of doing their audit and what they learned from the experience. The student must infuse what they have learned from class into their reflection. Students will NOT be graded on their reputation score or the quality of the posts in their sharing audit. They will be graded on their ability to connect what they have learned in class to the assignment and how they examine the experience through this new lens.

### **Reflection Paper: “The Digital Reputation I Aspire to Emulate”**

Students will identify one person with a digital reputation they aspire to emulate. They will use what they have learned about a strong digital presence and apply that to their examination and choosing of this reputation. Three to five screenshots should be used throughout the reflection paper to provide evidence for why they have chosen this person. Students will share what they were looking for in this digital presence, why they believe the person has a strong reputation online, and what the student can emulate in their own reputation from this person. The paper should be 300-500 words.

### **Brand Mapping, Brand Personality Questionnaire, and Reflection Paper**

Students will complete a Brand Mapping worksheet and Brand Personality Questionnaire, adopted from Leland’s “Brand Mapping Strategy” book. After completing the worksheet and questionnaire they will write a 300-500-word reflection paper on their experience as well as a summary of the findings from the worksheet and questionnaire. In total, the student will need to submit 3 components to be eligible for full credit on the assignment: a completed brand mapping worksheet, a completed brand personality questionnaire, and a reflection paper.

## **Digital Reputation Vision Document & Reflection Paper**

Students will reflect on what they have learned about digital reputation, and personal branding. They will define success for their digital reputation with key performance indicators such as a broader professional network, new meaningful connections with thought leaders in their industry, or more thoughtful interaction with peers on digital platforms. Finally, students will outline three goals they are setting for themselves to achieve the success they envision. This paper should be 500-700 words.

## **Personal Application: Examples and Reflection**

Over the course of three weeks, there will be a focus on the various digital platforms students can use to build their digital reputation. The discussion will be broken up into 3 themes related to producing one's digital reputation: Joining the Conversation, Creating the Conversation, Sharing One's Work. Students will engage on at least one digital platform each week using what they have learned about producing their digital reputation. The assignment will require students to take screenshots of their engagement, coupled with a brief reflection paper 200-400 words. The reflection should tie what they have learned about producing their reputation to the experience of creating content on the platform they chose. They should also provide an explanation as to why they chose their platform, and how their activity connects to the digital reputation they are hoping to build.

Group Project:

### **Consultation Project**

This is a group project. Groups of 3 will be provided a synopsis about an 'up-and-coming CEO' with little to no digital reputation. The group will need to provide consultation and some training to this CEO on how they can produce and protect their digital reputation. The assignment will require each group complete and submit the following:

- Executive summary
- Strategy document including a SWOT analysis, digital voice overview, and three strategic goals related to producing and protecting the CEO's digital reputation. Goals should be paired with key performance indicators that the CEO can use to measure success.
- One online training module, no longer than 10 minutes long. The module should provide a deeper dive into one of the platforms the team is recommending to the CEO in the greater strategy.

### Quizzes

There will be three quizzes throughout the course of the semester. The first one will focus on the fundamentals and finding one's digital voice. The second one will be about the platforms and application. The final quiz will be about protecting your reputation.

## COURSE SCHEDULE

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### WEEKLY MODULE DATES

**Week 1** – Wednesday, August 22nd – Sunday, August 26<sup>th</sup> 2018

**Week 2** – Monday, August 27<sup>th</sup> – Sunday, September 2<sup>nd</sup>, 2018

**Week 3** – Monday, September 3<sup>rd</sup> – Sunday, September 9<sup>th</sup>, 2018

**Week 4** – Monday, September 10<sup>th</sup> – Sunday, September 16<sup>th</sup>, 2018

**Week 5** – Monday, September 17<sup>th</sup> – Sunday, September 23<sup>rd</sup>, 2018

**Week 6** – Monday, September 24<sup>th</sup> – Sunday, September 30<sup>th</sup>, 2018

**Week 7** – Monday, October 1<sup>st</sup> – Sunday, October 7<sup>th</sup>, 2018

**Week 8** – Monday, October 8<sup>th</sup> – Sunday, October 14<sup>th</sup>, 2018

**Week 9** – Monday, October 15<sup>th</sup> – Sunday, October 21<sup>st</sup>, 2018

**Week 10** – Monday, October 22<sup>nd</sup> – Sunday, October 28<sup>th</sup>, 2018

**Week 11** – Monday, October 29<sup>th</sup> – Sunday, November 4<sup>th</sup>, 2018

**Week 12** – Monday, November 5<sup>th</sup> – Sunday, November 11<sup>th</sup>, 2018

### Course Introduction & Syllabus

- Welcome to the course! (Video link for course intro)
- Syllabus introduction (Video link)

## COURSE SCHEDULE

### Week 1 – What is a digital reputation?

#### Learning Objectives

- Explain that a digital reputation is a two-step process that includes producing and protecting your online presence
- Understand and can define key terms like: digital shadow, digital footprint, and online reputation
- Analyze the impact that digital reputation has on one's goals and objectives

Watch:

- Course classroom (Zoom link)
- [Juan Enriquez: Your online life, permanent as a tattoo | TED Talk](#)

Required Readings:

- [Why Online Reputation Matters](#)
- [How Much Data Is Generated Every Minute? \[Infographic\] | Social Media Today](#)
- [What Is Your Online Reputation Score? | BrandYourself](#)

Additional Readings:

- [How to Assess Your Online Reputation | Online Reputation Management](#)

Assignments

- Personal Reputation Audit -- [BrandYourself: Reputation Report](#)
- Select week for conversation starter assignment

## Week 2 – What is a personal brand?

Learning Objectives

- Summarize key elements of a personal brand
- Give examples of strong personal brands online
- Explain how humility serves as a key component to a strong personal brand
- Summarize how one's strengths can help them build their personal brand

Watch:

- Course classroom (Zoom link)
- Live Lecture Monday August 27<sup>th</sup> @ 7PM EST
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- [Strategic Personal Branding - And How it Pays Off](#)
- [8 Tips for Managing Your Personal Brand](#)
- [The Brand Called You](#)

Assignments

- Sharing Audit
- Personal Reputation Audit Reflection Paper Due

## Week 3 – Why is a strong digital presence important?

### Learning Objectives

- Recite key statistics that illustrate the importance of a strong digital reputation in 2018
- Clearly articulate the online reputation they aspire to emulate
- Discuss the link between social sharing and perception
- Describe up to 5 of the “new rules of reputation”

### Watch:

- Course classroom (Zoom link)

### Required Readings:

- [The-Personal-Brand-Starter-Kit.pdf](#)
- What Happens in Vegas Stays on YouTube: Chapter 1
- [The Exact Script This 20-Something Founder Used to Successfully Cold Email the Biggest Names in Business | Inc.com](#)
- [Erasing your digital footprint is hard](#)

### Additional Readings

- [The Use of Digital Recruitment Tools Is on the Rise. Here's What You Need to Know.](#)

### Assignments

- Reflection Paper: The Digital Reputation I Hope to Emulate

## Week 4 – What does success look like for you?

### Learning Objectives

- List and explain the 7 core elements of a personal brand mapping process
- Clearly articulate one’s brand personality, and identify how they can use an online presence to amplify that brand
- Explain the “Being, Doing, Having” diagram and its role in building your personal brand online
- Define best practices for posting online

### Watch:

- Course classroom (Zoom link)
- Live Lecture Monday September 10th @ 7PM EST
- Recording of the lecture will be found here, if you miss live lecture

### Required Readings:

- Chapter 3: How To Perfect Your Posts. (2014). In The Art of Social Media (pp. 41-59). Kawasaki, G., & Fitzpatrick, P.

- Chapter 3: The Brand Mapping Process. (2016). In The Brand Mapping Strategy (pp. 13-26). Leland, K.T. Irvine, CA: Entrepreneur Press.

#### Assignments

- Brand mapping & Brand Personality Questionnaire Reflection Paper

## Week 5 – Producing Your Digital Reputation & Building Your Network

### Learning Objectives

- Describe 3 steps one can take to optimize their online profiles and begin producing a strong digital reputation
- Synthesize best practices shared by a number of different reputation experts related to increasing one's followers
- Distinguish between the 'right' and 'wrong' ways people build their networks online
- Discuss the role of trust in building followers online

### Watch:

- Course classroom (Zoom link)
- [Brené Brown: Why Your Critics Aren't The Ones Who Count](#)

### Required Readings:

- Chapter 1: How to Optimize Your Profile. (2014). In The Art of Social Media (pp. 41-59). Kawasaki, G., & Fitzpatrick, P.
- Chapter 6: How to Get More Followers. (2014). In The Art of Social Media (pp. 41-59). Kawasaki, G., & Fitzpatrick, P.
- [How to become a LinkedIn influencer](#)
- [Brands Are Cracking Down On Influencers With Fake Followers](#)
- [How to Use Hashtags on Instagram to Grow Your Following | Inc.com](#)

#### Assignments

- Quiz #1: The Fundamentals of Digital Reputation

## Week 6 – Setting goals to build your digital presence

### Learning Objectives

- Distinguish between content curation and content creation
- Produce a content calendar using a mixture of content creation and content curation techniques

- List 4-5 resources one can use to find relevant content they can share on their digital platforms
- Create a visionary document and goals for their digital reputation
- Provide guidance on how often one should be posting online

Watch:

- Course classroom (Zoom link)
- Live Lecture Monday September 24th @ 7PM EST
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- Chapter 2: How to Feed the Content Monster. (2014). In *The Art of Social Media* (pp. 41-59). Kawasaki, G., & Fitzpatrick, P.
- [How Often You Should Post on Social Media, According to 10 Studies | Inc.com](#)
- [Social Media Image Size Cheat Sheet 2018 \[Infographic\] | Social Media Today](#)
- [» The Pros and Cons of Publishing Your Work Online ART OF HUSTLE](#)

Assignments

- Reflection Paper: Personal Reputation Vision Document and Goals

## Week 7 – Practical Application: “Joining the Conversation”

Learning Objectives

- Identify the key benefits to joining conversations related to their professional and personal interests online
- Confidently engage in online discussion on platforms like Twitter, LinkedIn and Facebook
- Compare and contrast the top digital platforms used by others to converse around interests and ideas
- Identify tools one can use to find the conversations in which they have interest engaging

Watch:

- Course classroom (Zoom link)

Required Readings:

- [Career Thought Leaders - Twitter, The Networking Barrier Buster: 25 Tip](#)
- [How to Make the Most of LinkedIn Groups](#)
- Chapter 4: How to Respond to Comments. (2014). In *The Art of Social Media* (pp. 41-59). Kawasaki, G., & Fitzpatrick, P.

## Assignments

- Application Examples – Joining the Conversation – Reflection Paper

## Week 8 – Practical Application: “Creating the Conversation”

### Learning Objectives

- Compare and contrast the top digital platforms used by others to create and provoke conversations online
- Produce a blog post that will garner conversation and commentary
- Possess the confidence to share their ideas, interests and opinions in hopes of creating a conversation
- Produce amateur video to be shared online
- Create groups on platforms like Facebook and LinkedIn to discuss topics and ideas

### Watch:

- Course classroom (Zoom link)
- Live Lecture Monday October 8<sup>th</sup> @ 7PM EST
- Recording of the lecture will be found here, if you miss live lecture
- [Bruno Torturra: Got a smartphone? Start broadcasting | TED Talk](#)

### Required Readings:

- [One Woman's Facebook Success Story: A Support Group For 1.7 Million : All Tech Considered : NPR](#)
- [Blogging: What It Is, What It's Not, and Why We Even Bother | Psychology Today](#)
- [Podcasting By The Numbers: All About The Folks Tuning Into This Hot Medium](#)
- [Live Video Scares Me, But This Small Instagram Poll Revealed a Confidence-Building Lesson | Inc.com](#)
- [5 YouTube Video Tips That Will Make You Look Like a Seasoned TV Pro | Inc.com](#)

### Additional Resources:

- [Here's IGTV: Instagram's vertical answer to YouTube](#)
- [Local group using Facebook to help veterans with PTSD](#)
- [Recommended Blogging Resources & Tools](#)

## Assignments

- Application Examples – Creating the Conversation – Reflection Paper

## Week 9 – Practical Application: “Sharing Your Work”

### Learning Objectives

- Compare and contrast the top digital platforms used by others to share one’s work
- Optimize one’s LinkedIn profile using best practices identified by digital reputation thought leaders
- Analyze which projects make sense to share online and which sites are best suited to showcase their work
- Discuss how an online portfolio could help one get a job or achieve personal/professional goals

### Watch:

- Course classroom (Zoom link)

### Required Readings:

- [Building Your LinkedIn Profile | BrandYourself.com](#)
- [How to Create a Digital Portfolio That Stands Out From the Pack | Inc.com](#)
- [3 Ways to Show Qualifications with Minimal Work Experience](#)
- [How to Use LinkedIn to Get a Job](#)
- [Every Student Should Have a Digital Portfolio | HuffPost](#)
- [4 Ways Your Online Portfolio Can Get You a Job - The Muse](#)
- [How to Create a Work Portfolio - The Muse](#)

### Additional Readings:

- [6 Steps to Requesting LinkedIn Recommendations](#)
- [10 Ways to Step Up Your Instagram Stories Content | Social Media Today](#)

### Assignments

- Application Examples – Sharing Your Work – Reflection Paper
- Quiz #2: Producing Your Digital Reputation

## Week 10 – Protecting Your Digital Reputation

### Learning Objectives

- Outline key steps one can take to protect their digital reputation

- Articulate common threats to privacy, and as a result one's reputation, using statistics and current events
- Employ a more cautious and thoughtful approach to posting online
- Change data security practices to ensure they are less vulnerable to hacks that can be harmful to their reputation

Watch:

- Course classroom (Zoom link)
- Live Lecture Monday October 22<sup>nd</sup> @ 7PM EST
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- [Should you post a negative review of your former company?](#)
- [Amazon Echo Secretly Recorded Couple's Private Conversation. Then Sent It to Employee Without Permission | Inc.com](#)
- [5 Tools to Monitor Your Online Reputation : Social Media Examiner](#)
- [The 7-Step Review of Your Digital Presence You Need to Do Before the End of the Year | Inc.com](#)
- [How to Spring Clean Your Digital Clutter to Protect Yourself | WIRED](#)

Additional Readings:

- [Facebook apologizes for mistakenly exposing up to 14M users' posts](#)
- [Fitness Apps Like Strava Erode Your Privacy. Here's How to Protect It | WIRED](#)

Assignments

- **None**

## Week 11 – Overcoming Digital Reputation Mistakes

Learning Objectives

- Clearly articulate the best way for suppressing negative search results
- Define reputation rules like “FLAWsome”, “Fail Fast, Fail Forward”, and “It's not the crime, it's the cover up”
- Analyze negative search results and identify which approach is best to handle them

Watch:

- Course classroom (Zoom link)

Required Readings:

- [Career Thought Leaders - Dealing with Digital Dirt in the Job Search](#)
- [Fixing Negative Search Results | BrandYourself.com](#)
- What Happens in Vegas Stays on YouTube: Chapter 2

Assignments

- Group Project

## Week 12 – Cyberbullying, Safety & Confidentiality

Learning Objectives

- Define key terms related to cyber safety like Phishing, Malware, and Data Breaches
- Describe 3 ways individuals can do to protect their reputation and identify from cybercrimes
- Discuss issues like cyberbullying and trolling, and how they can be ‘upstanders’ online to combat these tactics

Watch:

- Course classroom (Zoom link)
- Live Lecture Monday November 5<sup>th</sup> @ 7PM EST
- Recording of the lecture will be found here, if you miss live lecture
- [Monica Lewinsky: The price of shame | TED Talk](#)

Required Readings:

- [Why Reddit Is Cracking Down on Some of Its Most Active Users | Inc.com](#)
- [Staying safe in a connected world | Reuters](#)
- What Happens in Vegas Stays on YouTube: Chapters 4 & 6

Additional Readings:

- [The WIRED Guide to Digital Security | WIRED](#)

Assignments

- Quiz #3: Protecting Your Digital Identity

<b>Assignment</b>	<b>Due Date</b>	<b>% of Grade</b>
Reputation and Sharing Audit Reflection Paper	Sunday September 2nd	5%
'Digital Reputation They Aspire To' Reflection Paper	Sunday September 9th	5%
Brand Mapping, Personality Questionnaire & Reflection	Sunday September 16th	10%
Quiz #1 on the "Fundamentals"	Friday September 21st	5%
Personal Reputation Vision Document and Goals	Sunday September 30th	10%
"Joining the Conversation" Application Example & Reflection	Sunday October 7th	5%
"Creating the Conversation" Application Example & Reflection	Sunday October 14th	5%
"Sharing Your Work" Application Example & Reflection	Sunday October 21st	5%
Quiz #2 on Producing Your Digital Reputation	Friday October 19th	5%
Consultation Project	Sunday November 4th	20%
Quiz #3 on Protecting Your Digital Reputation	Friday November 9th	5%
Participation	All Weeks	20%
	<b>Total</b>	<b>100%</b>

- Quizzes 15%
- Projects 20%
- Participation 20%
- Reflection Papers 45%