

Syllabus ADV 4930

Setting sail: From college to career.

Elective: Department of Advertising (2 credits)

I. Course Information

ADV 4930

Fall, 2020/Time: [T4, R4-5] Location: Online

Instructor

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Office location: 3060 Weimer Hall

Office hours: TBA (and by appointment)

Phone: (352) 392-8199

Course Description

Setting sail is a course for advertising seniors who want to receive a job offer to work in an exciting, relevant position. You will acquire the skills, confidence, and knowledge that can help you find employment with a company that you want to work for.

Required & Recommended Course Materials (to purchase/rent)

REQUIRED:

- Bolles, R. N. (2020). What color is your parachute? 2020. California: Ten Speed Press. ([Amazon Digital. \\$14.99](#))
- Burnison, G. (2018). Lose the resume: Land the job. John Wiley & Sons. ([Amazon Digital. \\$15.99](#))
- Rath, T. (2013). Strengths finder 2.0. Gallup Press. ([Amazon Digital. \\$20.99](#)).
- Sherman, D. (2014). Maximum success with LinkedIn. McGraw Hill. ([Amazon Digital. \\$12.49](#)).

OPTIONAL:

- Abed, R. (). How to build relationships and get job offers using linkedIn.
- Attwood, J. B. & Attwood, C. (2007). The passion test. Hudson Street Press.
- Bernstein, B. (2019). How to write a killer LindedIn Profile.
- Blazeovich, R. (2017). Amazing interview answers. Amazing Jobs Publishing.
- Christensen, C. M., Allworth, J. & Dillon, K. (2012) How will you measure your life? Harper Business.
- Junttila, H. (2013). Find your passion: 25 questions you must ask yourself.
- Kelley, T. (20). Get that job! The quick and complete guide to a winning interview. Plovercrest Press.
- Pham, H. ()> Find your purpose.
- Vermeiren, J. & Verdonck, B. (2011). How to really use LinkedIn (2nd Ed).
- Voss, C. (). Never split the difference: Negotiating as if your life depended on it. Harper Collins.
- Zaoulali, H. (2019). The job seeker and the coach: How to rescue and fast-track your job search in no time.

2. Weekly Course Schedule

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
Week 1 Orientation Module Aug 31-Sep 4	Muster Getting Started: What is this class and what will you do?	After completing this module, you should be able to: <ul style="list-style-type: none"> • Discuss how you will be assessed for a course grade • List the major learning objectives of the course • Explain course policies and requirements • Identify yourself to other students taking the class • Detail the required texts and resources for the course • Repeat the six morning habits of high performers 	<ul style="list-style-type: none"> • Read the syllabus • Read Bolles, Ch 1-3 • WATCH: Course Welcome--Weigold • LISTEN: The Six Morning Habits of High Performers, found in LinkedIn Learning: https://www.linkedin.com/learning/the-six-morning-habits-of-high-performers/six-practices-to-get-back-on-track?u=41282748 	<ul style="list-style-type: none"> • QUIZ 1 Course Orientation and Syllabus • QUIZ 2 COMPLETE: Morning Habits • POST 1: Introduce Yourself 	11:59AM, 4-Sep
Week 2 Sep 7 - Sep 11 Module 1	Where to? Passions, strengths, and today's job market	After completing this module, students will be able to: <ul style="list-style-type: none"> • Identify your passions and strengths 	<ul style="list-style-type: none"> • Watch Module 1 introduction: Weigold • READ: Rath, entire book 	<ul style="list-style-type: none"> • POST 2: Strengths Finder Report in Canvas 	11:59AM 11-Sep

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
		<ul style="list-style-type: none"> Link your passions to a career 	<ul style="list-style-type: none"> Watch Dick Bolles "The Importance of the Self Inventory," https://www.youtube.com/watch?time_continue=4&v=RtpCubh3JB0&feature=emb_logohttps://www.youtube.com/watch?v=RtpCubh3JB0 Read: Bolles, Ch 4-5 	<ul style="list-style-type: none"> POST 3: Bolles Petals 1-3 QUIZ 3 on Bolles Ch 4-5 	
Week 3 Sep 14 - Sep 18 Module 2	Outfitting the Rig Who am I and what do I offer?	After completing this module, students will be able to: <ul style="list-style-type: none"> Complete a diagram of what sorts of jobs attract you (Flower Exercise) 	<ul style="list-style-type: none"> Watch Module 2 introduction: Weigold 	POST 4 (SPECIAL 10 POINTS): Complete the Flower Exercise in Bolles, Chapter 5 for Petals 4-7	11:59AM 18-Sep
Week 4 Sep 21 - Sep 25 Module 3	Charting the Voyage	After completing this module, students will be able to: <ul style="list-style-type: none"> Identify careers your flower points to 	<ul style="list-style-type: none"> Watch Module 3 introduction: Weigold Watch Lida Citroen, "Finding a job" https://www.linkedin.com/watch?v=RtpCubh3JB0 	<ul style="list-style-type: none"> POST 5: Complete the five steps that job hunters have found helpful and post 	11:59AM 2-Oct (You have 2 weeks and you'll need every one of them!)

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
	Where will I work? How will I get there?	<ul style="list-style-type: none"> Uncover organizations offering such careers List the places you wish to target in your job search 	com/learning/job-hunting-for-college-grads/before-watching-this-course?u=41282748 <ul style="list-style-type: none"> Read Bolles Ch 6 	your results in Canvas.	
Week 5 Sep 28 - Oct 02 Module 4	Naming the Vessel What will I say about myself?	<ul style="list-style-type: none"> Create an effective resume Draft copy for your LinkedIn page 	<ul style="list-style-type: none"> Read: Burnison, Chapters 5 and 6 Read: Sherman, Chapters 1-9 Watch Module 4 introduction: Weigold Watch Oliver Schinken, Learning LinkedIn, https://www.linkedin.com/learning/learning-linkedin-3/get-started-with-linkedin?pathUrn=urn%3Ali%3AlyndaLearningPath%3A57f7d1633dd559e018dfe993&u=41282748 	<ul style="list-style-type: none"> POST 6: Assemble friends and family list: every contact who could help you—names and positions (abbreviated list) and that plus email (list mailed to me). Identify two persons who have hiring authority who agree to serve as mock interviewers and mock negotiators POST 7: Create a cover letter and 	11:59AM 2-Oct

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
				resume following criteria of Burnison.	
<p>Week 6 Oct 05 - Oct 09 Module 5</p>	<p>Hoisting the Sails Creating my Profile</p>	<p>After completing this module, students will be able to:</p> <ul style="list-style-type: none"> To create and post an effective LinkedIn profile Describe how recruiters perform their jobs and explain how to attract recruiters 	<ul style="list-style-type: none"> Watch Module 5 introduction: Weigold Read remainder of Sherman Watch Lauren Jolda, "Rock your LinkedIn Profile," https://www.linkedin.com/learning/rock-your-linkedin-profile/connect-to-linkedin?u=41282748 Watch J. T. O'Donnell, Making recruiters come to you, https://www.linkedin.com/learning/j-t-o-donnell-on-making-recruiters-come-to-you/welcome?u=41282748 Optional: See great student profiles here: https://www.linkedin.com/learning/j-t-o-donnell-on-making-recruiters-come-to-you/welcome?u=41282748 	<ul style="list-style-type: none"> ASSIGNMENT 1: Create your Linked in profile following criteria of Sherman, Jolda, and O'Donnell QUIZ 4 Modules 3-5 	<p>11:59AM 9-Oct</p>

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
			sights.com/5-stunningly-good-graduate-student-linkedin-summary-examples/ and here: https://www.linkedin.com/pulse/10-tips-students-new-grads-linkedin-omar-garriott/		
<p>Week 7 Oct 12 - Oct 16 Module 6</p>	<p>Securing for the High Seas</p> <p>Preparing for the Interview</p>	<p>After completing this module, students will be able to:</p> <ul style="list-style-type: none"> • Explain the dynamics of a job interview and • Experience confidence in preparation for a practice interview 	<ul style="list-style-type: none"> • Watch Module 6 introduction: Weigold • Listen to Pete Mockaitis interview Pam Skillings, founder of Big Interview, on How to rock an interview, https://www.linkedin.com/learning/how-to-rock-an-interview/plan-your-first-impression?u=41282748 • Watch Valerie Sutton, "Mastering Common Interview Questions," 	<ul style="list-style-type: none"> • QUIZ 5 Module 6 • Contact 2 sources and setup mock interviews in Zoom for WEEK 8 	<p>11:59AM 16-Oct</p>

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
			https://www.linkedin.com/learning/mastering-common-interview-questions/welcome?pathUrn=urn%3Ali%3AllyndaLearningPath%3A57f7d1633dd559e018dfe993&u=41282748 <ul style="list-style-type: none"> Read Bolles, Ch 8 		
Week 8 Oct 19 - Oct 23 Module 7	Navigating the Shoals The interview	After completing this module, students will be able to: <ul style="list-style-type: none"> Describe the experience of a job interview Critically analyze their strengths and weaknesses in an interview setting 	<ul style="list-style-type: none"> Watch Module 7 introduction: Weigold 	<ul style="list-style-type: none"> POST 8: Complete and record your two mock interviews in Zoom and post in Canvas ASSIGNMENT 2: Review your videos and complete "What I did well" 	11:59AM 23-Oct
Week 9 Oct 26 - Oct 30 Module 8	Refurbishment Interview analysis	After completing this module, students will be able to: <ul style="list-style-type: none"> Analyze the performance of another applicant in an interview setting 	<ul style="list-style-type: none"> Watch Module 8 introduction: Weigold Watch Selena Rezvani, Executive presence, https://www.linkedin.com/learning/executive-presence-tips-for- 	<ul style="list-style-type: none"> ASSIGNMENT 3 Watch 4 interviews, complete critique and compliment using rubric 	11:59AM 30-Oct

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
		<ul style="list-style-type: none"> Suggest tips for the candidate to improve their performance Reflect on lessons for your own interviews 	<ul style="list-style-type: none"> women/what-is-executive-presence-anyway?u=41282748 Watch John Ullman, Developing executive presence: https://www.linkedin.com/learning/developing-executive-presence/developing-executive-presence-the-key-differentiator?u=41282748 	<ul style="list-style-type: none"> QUIZ 6: Modules 7-8 	
<p>Week 10 Nov 02 - Nov 06 Module 9</p>	<p>Dry-dock: Maintenance and Repairs</p> <p>Learning to give and receive feedback</p>	<p>After completing this module, students will be able to:</p> <ul style="list-style-type: none"> Describe the value of feedback for professional development Design feedback for helping peers to improve and succeed 	<ul style="list-style-type: none"> Watch Module 9 introduction: Weigold Watch, Gemma Roberts, Giving and receiving feedback, https://www.linkedin.com/learning/giving-and-receiving-feedback/the-art-and-science-of-feedback?u=41282748 	<ul style="list-style-type: none"> POST 9: responses to peer feedback about the interviews and self-reflection about ways to improve Schedule Negotiation Zoom calls with two employers QUIZ 7: Module 9 	11:59AM 06-NOV

Week/ Date	Topic (Question/Subject)	Objectives	Learning Materials and Lectures	Assignments/ Assessments	Assigned Work Due
Week 11 Nov 09 - Nov 13 Module 10	Approaching Harbor Career Negotiation	After completing this module, students will be able to: <ul style="list-style-type: none"> Describe the essential nature of effective negotiation Demonstrate effective negotiation skills 	<ul style="list-style-type: none"> Watch Module 10 introduction: Weigold Watch Chris Croft, Negotiation skills https://www.linkedin.com/learning/negotiation-skills/introduction?u=41282748 Read Bolles, Ch 9	<ul style="list-style-type: none"> POST 10: Complete a job negotiation in Zoom and post video in Canvas QUIZ 8: Mod 10 	11:59AM 13-NOV
Week 12 Nov 16 - Nov 20 Module 11	Debarking The Pitch	After completing this module, students will be able to: <ul style="list-style-type: none"> Explain strategies for prospering in the job 	<ul style="list-style-type: none"> Watch Aimee Bateman, Your first 90 days, https://www.linkedin.com/learning/what-to-do-in-the-first-90-days-of-your-new-job/introduction?u=41282748 Watch Dorie Clark, Managing office politics, https://www.linkedin.com/learning/managing-office-politics/welcome?u=41282748 	<ul style="list-style-type: none"> ASSIGNMENT 4 Evaluate 2 classmates negotiations ASSIGNMENT 5 Complete goals for my first 90 days exercise. QUIZ 9: Mod 11 	11:59AM Nov 20

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

In general all work must be submitted by the due date and time. Late work, with the exception of circumstances outlined in the UF attendance policies, is not graded. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

60 POINTS come from **Discussion Posts** (8 posts, 5 points each+ 2 posts at 10 points each): There are 10 Discussion Posts required in the class: 1) Introduce yourself, 2) Strengths Finder, 3) Bolles petals 1-3, 4) Bolles petals 4-7 (10 pts), 5) Five steps exercise, 6) Friends and family List, 7) Cover letter and resume, 8) Record and post mock interviews (10 points), 9) Responses to mock interview peer feedback and plans for improvement, 10) Job negotiation video posted.

Discussion Post Grading Rubric:

	Excellent (5)	Good (4)	Fair (3)	Poor (2-1)
50% Informed: Shows evidence of having done the assigned work.	Post clearly demonstrates careful reading AND understanding of the assignment	Post by and large demonstrates careful reading AND understanding of the assignment	Post fails to demonstrate either careful reading OR understanding of the assignment	Post fails to demonstrate BOTH careful reading AND understanding of the assignment
50% Effort: Shows evidence of thoughtfulness, care, polish, taking the assignment seriously	Post is 1) well-written, 2) complete, 3) polished, 4) deals with all required aspects, and 5) provides clear evidence that the student spent time and effort on the assignment	Post is missing ONE of the elements required for excellence	Post is missing TWO of the elements required for excellence	Post is missing THREE of the elements required for excellence

50 POINTS come from **Assignments** (5 assignments, 10 points each): There are 5 Assignments required in the class: 1) Create a LinkedIn page, 2) Rate and review mock interview exercise, 3) Mock interview peer feedback for four peers, 4) Negotiation feedback for two peers, 5) 90 Day Goals

Assignments Grading Rubric:

	Excellent (5)	Good (4)	Fair (3)	Poor (2-1)
50% Informed: Shows evidence of having done the assigned work.	Work clearly demonstrates careful reading AND understanding of the assignment	Work by and large demonstrates careful reading AND understanding of the assignment	Work fails to demonstrate either careful reading OR understanding of the assignment	Work fails to demonstrate BOTH careful reading AND understanding of the assignment
50% Effort: Shows evidence of thoughtfulness, care, polish, taking the assignment seriously	Work is 1) well-written, 2) complete, 3) polished, 4) deals with all required aspects, and 5) suggests the student spent time and effort on the assignment	Work is missing ONE of the elements required for excellence	Work is missing TWO of the elements required for excellence	Work is missing THREE of the elements required for excellence

40 POINTS come from **Quizzes** (9 quizzes, 5 points each, low quiz score is DROPPED): There are 9 quizzes, timed and administered in class. Quizzes deal with knowledge gained from readings, lectures, videos, and exercises. Each quiz has five multiple choice questions and will take approximately 5 minutes. Open book and open-note permitted, answer sharing is not.

4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course is based on 150 possible points.

A	141 pts	94 – 100% of possible points		C	74 – 76%	111 pts
A-	135 pts	90 – 93%		C-	70 – 73%	105 pts
B+	131 pts	87 – 89%		D+	67 – 69%	101 pts
B	126 pts	84 – 86%		D	64 – 66%	96 pts
B-	120 pts	80 – 83%		D-	60 – 63%	90 pts
C+	116 pts	77 – 79%		F	<60	89 pts or lower

IV. Required Policies

11. Students Requiring Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

12. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

13. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

14. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

15. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.