THE OHIO STATE UNIVERSITY

SYLLABUS
COMM 3800

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

COURSE OVERVIEW

Instructor

Instructor: Tonya Forsythe

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Phone number: 614-949-7737

Office hours: T 10 a.m.-12 p.m. in person in Journalism 319 or on Zoom by appointment

Course description

This course will be delivered online in an asynchronous format. This course overviews various career paths for students pursing degrees in Journalism and Communication by using career development theories to develop their career planning skills. Strategies and ethical practices for career planning are applied to each major specialization for business and non-profit occupations: public affairs journalism, strategic communication, communication analysis and engagement, and communication technology.

Course learning outcomes

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

1. Apply career development theories and a communication approach to research and solving problems.
2. Translate journalism and communication expertise and skills to different audiences and multiple modalities, e.g., resume, interviews, online profiles, written reports.
3. Identify and describe the behaviors and skills of a person as a communication or journalism expert and give concrete examples of how they have developed their expertise during their study at OSU.
4. Demonstrate confidence in explaining the value of communication or journalism.
5. Plan a career using communication and journalism skills, e.g., research professional careers, develop a network, identify skill gaps and understand first year experience strategies.

Key assumptions you will gain from this course

Communication and Journalism majors are trained to:
1. Think like a communication and journalism expert
   - Use theory to design effective messages, interventions and campaigns
   - Engage in informative and persuasive communication across modalities and contexts
   - Adopt a holistic perspective to address complex communication situations
   - Adopt a comparative perspective to understand communication
   - Analyze and use evidence to build effective arguments
   - Adopt ethical standards in communication

2. Apply communication expertise to solve problems
   - Knowledge of effective strategies
   - Interpersonal and leadership skills
   - Teamwork
   - Presentation skills
   - Build rapport and trust
   - Critical thinking
   - Research skills – define problems, collect data, analyze data and communicate findings

3. Plan a communication or journalism career
   - Network
   - Research careers
   - Interview professionals
   - Identify skills gap
   - Develop plan to narrow skills gap
   - Develop a professional identity

Education goals and expected learning outcomes

The goals of this course are to explore research in communication related occupations in strategic communication, journalism, communication analysis and engagement, and communication technology. Students will learn career development theories from the four main areas (differential psychology, personality, sociology and developmental psychology) and a communication approach to research and solving problems. The five most influential career development theories, Trait and Factor Theory, Holland Theory of Vocational Types, Social Cognitive Theory, Super's Developmental Self-Concept Theory, and Roe's Personality Theory, will be covered. Students will prepare a portfolio, cover letter, resume and practice interviewing skills. We will identify proactive career behaviors and apply networking strategies. Discussions will help students understand post-graduation opportunities and how to make informed career decisions to begin their first year of work experience.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course will be delivered online asynchronously. There are no required sessions when you must be logged in to Carmen at a scheduled time. Lecture videos will be broken into topic

segments that will account for 3 hours of instructor provided content each week. Lectures are located in the weekly modules on Carmen.

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

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

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

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

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required Texts

Bolles, R. N. (2020). *What color is your parachute 2021: Your guide to a lifetime of meaningful work and career success.* Ten Speed Press.

Bureau of Labor Statistics. (2019). *Career outlook handbook.* Retrieved from
https://www.bls.gov/ooh/home.htm

Other required readings will be posted on Carmen as assigned on the schedule.

Course technology

Technology support

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

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

Technology skills needed for this course

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

Required equipment

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

Required software

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

Carmen access

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

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS AND PERCENT
ASSIGNMENTS (8):	
Cover Letter and Resume	**50/5%**
Corporate Research Assignment	**150/15%**
LinkedIn Profile Assignment	**100/10%**
Career Development Plan	**150/15%**
Networking Assignment	**100/10%**
Mock Interview Assignment and E-mail	**75/7.5%**
Elevator Speech and Script	**100/10%**
Professional Portfolio	**200/20%**
ONLINE DISCUSSIONS (5) 1. **Café (5 points)** 2. **Research Findings and Follow-Up (5 points)** 3. **LinkedIn Profile (5 points)** 4. **Career Coach Meeting (5 points)** 5. **Flower Exercise Reflection (5 points)**	**25/2.5%**
EXAMS (2)	**50/5%**
Total	**1,000/100%**

See course schedule below for due dates.

Descriptions of major course assignments

Requirements

The aim of this course is to develop your workplace presence, so treat this class as your employer. Your professional presence will be developed in a variety of formats. There are eight assignments, two exams and five online discussions.

ASSIGNMENTS (8)

Cover Letter and Resume   **5%   50 pts.**
Students write and submit a cover letter and 1-page resume for an entry-level position or internship of their choice. This should be error free and tailored to the job chosen. Students learn written communication skills and research skills to gain an understanding of a company and its opportunities for employment.

Corporate Research Assignment   **15%   150 pts.**
Apply career development theories and methodologies from Week 1 readings (Benbunan-Rich, and Walker-Donnelly, Scott, and Cawthorn) observing and analyzing verbal, nonverbal and intercultural communication that can be found on companies online. Also use research skills to investigate potential job opportunities using the Occupational Outlook Handbook managed by the U.S. Bureau of Labor Statistics to be able to ultimately answer the question: *I have a Communication degree – Now what?* Employment areas explored may include but are not limited to media and communication, business, entertainment and sports, management, and sales. The aim is to learn to research workplace communication with stakeholders, different cultural communication observations and technology specific to employment in the communication field.
Each student will pick **two** jobs or graduate programs in communication career fields and research the job summary, job titles, level of education needed, brief description of work environment, pay range and how employment in this job/career is expected to grow. Student must also research documents from the company or companies they have chosen and their investor relations annual summary, recent press releases, work environment, the job outlook, pay and similar occupations to understand the breadth and depth of these employment opportunities. Then students will state in a 3- to 5-page paper the results of their research and what their next steps will be to pursue the job openings now that they will have a Communication degree.

LinkedIn Profile Assignment   **10%   100 pts.**
Students are required to create a LinkedIn account. This will provide a professional online personal brand that potential employers can review. Students will identify their past experiences, current skills and be able to articulate a summary of their qualifications in their career field. It will connect them with professionals, alumni and other groups in their chosen career and allow exploration of employers. Your personal LinkedIn link will be submitted to the assigned Carmen dropbox and an online discussion forum. Within the discussion, students will comment on the accounts of four classmates.

Career Development Plan   **15%   150 pts.**
This writing assignment is a three-part document – short-term career plan, long-term career plan and back-up career plan. Challenge yourself to think like a communication professional. Synthesize and apply the readings by Woodbury, Addams and Neal, *The career portfolio: A practical jobs search tool* and the article by Okoro, Washington and Cardon on *E-portfolios in business courses as tools for employment* to

determine your career development plan. Use your abilities, knowledge, skills, and potential to identify concepts and principles from these articles as you write you short- and long-term career plans.

COMPLETE the 1-page short-term career plan table located in the module. What communication skills do you need to develop to show your expertise in your chosen career area? What are your short-term plans/goals for the next 2 years? Name specifics: what courses do you want to take? What kind of internship or volunteer work do you want to do? What (student) organizations or groups would you like to join? What companies would you like to work for? Would you move for an internship or job? Will you need to go to graduate school? When would you take the GRE, MCAT, LSAT, or GMAT? Have you attended career fairs or how have you built your network?

COMPLETE the 1-page long-term career plan table located in the module. What are your long-term plans/goals for the next 10 years? Where do you see yourself working or what do you see yourself doing 10 years down the road? What will it take to get there? Will you join professional organizations? Will you continue to network? What kind of salary do you want to be making? Does salary matter to you? Is something else more important than salary? Would you move for a job? What kind of long-term training do you need? Will you need to go to graduate school? List 2-3 core values and how they will impact your career goals and personal goals.

COMPLETE the 1-page back-up plan table located in the module. What would be your back-up plan if you did not get your dream job? What will it take to get there? Will you join professional organizations? Will you continue to network? Would you move for a back-up plan job? What kind of long-term graining do you need for the back-up job? Will you need to go to graduate school? How do you plan flexibility? List 2-3 core values and how they will impact your career goals and personal goals if you have to switch to your back-up plan.

Networking Assignment   **10%**   **100 pts.**
Networking environments will be explored to show indicators of employability for the student using research from Thomas Clark's article, *Networking: A key to career communication and management consulting success* and Cooper and Tang's article *The attributes for career success in the mass communication industries: A comparison of current and aspiring professionals.* Students will apply networking principles and occupational psychology attributes to this assignment. This will allow students to navigate communication industries and reflect on assigned aspects of their own employment search, key premises they have learned about themselves, and employment opportunities for their personality dimensions. One 2-3 page paper will be required. First, define networking and use the six principles from the Clark reading on networking. Then locate three professionals online who you would like to conduct an informational interview with, and how you plan to prepare and research for it.

Mock Interview Assignment and E-mail   **7.5%**   **75 pts**
Mock interviews will prepare students to practice and receive constructive feedback from an interviewer. You are required to dress professionally on your interview day, arrive to the waiting room on Zoom 5 minutes before your interview. Your interview will last 10 minutes and a list of 25 potential questions for the interview will be provided by the instructor. You will sign up for interview time slots during week 7. Your cover letter and resume will be uploaded weeks prior to your interview so your instructor can tailor questions to your experience.

After the interview students will WRITE a follow-up thank you email within 24 hours of the interview time.

Elevator Speech and Script   **10%**   **100 pts.**

This assignment is designed to prepare and deliver a one-minute elevator speech to promote yourself as a communication employment prospect to show your value and what you can bring to an organization. This is an essential skill in the networking, interviewing or internship process.

WRITE a 75- to 150-word script that you could use if you ran into a potential employer, customer or mentor in an elevator, at a party, or on the street. Your script should include 4 important parts: 1. A question to get them interested; 2. A personal strength or distinguishing information regarding your skills, education, work experience, etc.; 3. What you can do for this person or their company or what they can do for you; and 4. How they can get in touch with you by offering a business card, your LinkedIn or portfolio information. Think about potential things like the following questions when writing your script. What job expertise do you have? What can you bring to future employers with a degree in communication? Describe skills and perspectives that communication-trained students possess that offer distinctive benefits in the workplace. What are your skills, natural strengths, and personality traits? What are you passionate about? Include your personal values and interests. How do the skills/strengths and values apply to your current professional path or various paths you are exploring?

RECORD a 30-second to one-minute video as if you were meeting this person. Dress professionally and be standing for your video. The video should start of with your question and go into the information you mentioned in your script and close with your contact information.

Professional Career Portfolio or Brand Website   **20%**   **200 pts.**

The portfolio assignment is a powerful tool that personalizes and compiles an individual student's work that shows evidence demonstrating competence and ability to secure employment. This project allows you to showcase the practical and analytical skills you have learned as a communication major regarding how you understand audiences, how to shape messages and interact with individuals and technologies. If you are a journalism major the portfolio gives you the opportunity to show multimedia skills necessary for packaging news stories by word, still photo, audio, and video. Students will understand that a portfolio assists in showing problem solving, adapting to change and taking initiative. The portfolio will include a high quality, tightly focused and message driven cover letter and resume to allow a student to show their accomplishments and concrete ways to show their work. Portfolios will be structured showing core skills, self-awareness and will also be personalized to show individual aspects of each student's achievement and growth. The portfolio will include an introductory statement and summary of undergraduate work and other areas of interest, demonstrated writing and research skills, speaking ability, and samples of creative work. Students may also include professional work they have done outside of school. Samples will be provided. Portfolio will be assembled appropriately for content. Written and visual components can be assembled into one pdf document or listed individually. Audio and/or video samples will be assembled into one audio and/or one video file or listed individually. Students will upload their portfolio link to a discussion for a peer review component which will be 10% of the total portfolio grade. Final portfolio links will be submitted to a Carmen dropbox.

EXAMS (2)   **5%**   **50 pts**

The exams will be completed as a process throughout the semester focusing on the Flower Exercise from the Bolles, R. N. (2021). *What color is your parachute 2021: Your guide to a lifetime of meaningful work and career success*. Ten Speed Press textbook. The goal of these exams if for you to work through the Flower Exercise at a steady pace to help you find what aspect of your career is most important to you. Each petal will be completed and due throughout the course with a compilation of the first four petals and a

short-answer essay question due for the first exam, and the last three petals, a completed flower exercise and short-answer essay question due for the second exam. Each exam will be worth a total of 25 points.

ONLINE DISCUSSIONS (5)   **2.5%   25 pts.**

These five discussions will be on Carmen as online discussion boards and will give you an opportunity to converse with your classmates about each other's career choice, personal branding, research skills, presentation skills and career readiness. They are listed on the schedule as discussions. Assigned questions will prompt thoughtful feedback.

1. Café
2. Research Follow Up and Findings
3. LinkedIn Profile
4. Career Coach Meeting
5. Flower Exercise Reflection

Discussions will include three written requirements:

First, an initial post of 200-400 of words will be due by 11:59pm on the **Wednesday** of the week a discussion is due. Second, two posts of 100-200 words responding to the initial posts of two other students will be due by 11:59 on the **Friday** of the week that discussion is due. Successful discussion posts will demonstrate:

1. An understanding of the concept(s) in the material provided.
2. Independent thought regarding the concepts and material.
3. A thoughtful response to the work of at least 2 other students in the class.

Late assignments

Late submissions will not be accepted.

Grading scale

A	93-100% (925-1000)	B-	80-82% (795-824)	D+	67-69% (665-694)
A-	90-92% (895-924)	C+	77-79% (765-794)	D	60-66% (600-664)
B+	87-89% (865-894)	C	73-76% (725-764)	E	Below 60% (599 and below)
B	83-86% (825-864)	C-	70-72% (695-724)		

Instructor feedback and response time

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

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7-14 days**.

- **Email:** I will reply to emails within **24 hours Monday-Friday.**

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

OTHER COURSE POLICIES

Student participation requirements

Some assignments are based on your online activity and participation. The following is a summary of everyone's expected participation.

- **Participating in discussion forums**:
  You can expect to post and respond several times throughout the semester. This requires that you check in twice per week. Additional participation will give you a richer experience within the course.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- *Reusing past work:* In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Communication

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. You are responsible for this information.

Challenging a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet virtually with me during office hours or make an appointment **within one week** of the assignment being returned to you. When we meet, you must present your concerns in writing and

attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered.

Extra Credit

There will be no extra credit offered in this course.

Academic integrity policy

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

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct **http://studentlife.osu.edu/csc/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

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

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

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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

Land Acknowledgement

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

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

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

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

COURSE SCHEDULE

Please see the table below for weekly assignment details. Schedule is subject to change.

Week and Dates	Topics, Readings, Assignments, Deadlines
Week 1 **Aug. 23-26 2022**	**RESEARCH, THEORIES, ETHICS and CAREER OUTLOOK IN THE COMMUNICATION FIELD** **PRERECORDED LECTURES**: These lectures will start the process for thinking about the job search. As you listen to the lectures you should reflect on the kinds of professional and leadership experiences you have had and the jobs and careers you are interested in. Consider careers of people you know and your predictions of why they have been successful and how they engage professionally today. The lectures are in the weekly module in Carmen. **READ**: Chapters 1 (Welcome to the Ever-Changing World of the Job Search), and 2 (The Job Search Is a Mind Game: Here are Ten Ways to Win) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. Wiltshire, J., Bourdage, J., & Lee, K. (2014). Honesty-humility and perceptions of organizational politics in predicting workplace outcomes. *Journal of Business Psychology, 29,* 235-251. **OPTIONAL READING**: Career Outlook articles assigned for your area of expertise listed below: **Public Affairs Journalism:**

Week and Dates	Topics, Readings, Assignments, Deadlines
	Willens, M. (2019). How the Seattle Times is empowering reporters to drive subscriber growth. *Digiday*. *Retrieved* from: https://wp.me/p2AShf-1lne **Communication Analysis and Engagement:** Macdermott, C., & Ortiz, L. (2017). Beyond the business communication course: A historical perspective of the where, why and how of soft skills development and job readiness for business graduates. *The IUP Journal of Soft Skills, 11(2), 7-24.* McKeever-Weberling, B. (2014). The status of health communication: Education and employment outlook for a growing field. *Journal of Health Communication, 19, 1408-1423. doi:* 10.1080/10810730.2014.904024 **Strategic Communication:** Bush, L., Haygood, D., & Vincent, H. (2017). Student-run communications agencies: Providing students with real-world experiences that impact their careers. *Journalism & Mass Communication Educator, 72(4), 410-424.* Henning, B., Fuglesang S.L., Ovesen, M.R. & Eilertsen, DE. (2010). Effectiveness in top management group meetings: The role of goal clarity, focused communication, and learning. *Scandinavian Journal of Psychology, 51, 253–261. doi: 10.1111/j.1467-9450.*2009.00769.x **New Media and Communication Technology:** Han, Su-Mi. (*2013).* Social media usage in career development. *Career Planning and Adult Development Journal, 29(3), 80-87.* *Bolman, S. (2016).* Using gaming principles for career advancement. *Workforce Solutions Review, 7*(2), 18-21. **DUE**: Café Discussion – one 200- 400-word initial post by 11:59 p.m. on Wednesday and two 100- 200-word responses to peers by 11:59 p.m. on Friday.
Week 2 **Aug. 29-Sept. 2, 2022**	**SELF INVENTORY AND CREATING A RESUME AND COVER LETTER** **PRERECORDED LECTURES**: These lectures will cover the self-inventory Flower Exercise process and tips for cover letters and resumes. The lectures are in the weekly module in Carmen. **READ**: Chapters 5 (The Flower Exercise: Self-Inventory, Part 1), and 6: Petal 1 pages 111-124 (The Flower Exercise: Self-Inventory, Part 2) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. Drury-Grogan, M. L., & Russ, T. L. (2013). A contemporary simulation infused in the business communication curriculum: A case study. *Business Communication Quarterly, 76(3), 304-321. doi: 10.1177/1080569913493923* Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly, 75(4), 453-465. doi: 10.1177/1080569912460400* **COLLEGE OF ARTS AND SCIENCES CAREER SUCCESS TIP SHEETS** What can I do with this major https://whatcanidowiththismajor.com/major/ Core Resume Sections https://asccareersuccess.osu.edu/sites/default/files/2021-06/Core%20Resume%20Sections.pdf Action Verbs Tip Sheet https://asccareersuccess.osu.edu/sites/default/files/2021-06/Action%20Verbs%20Tip%20Sheet.pdf Writing Cover letters https://asccareersuccess.osu.edu/sites/default/files/2021-06/Writing%20Cover%20Letters%20-%20Communicating%20with%20Employers.pdf ASC Resume Rubric

Week and Dates	Topics, Readings, Assignments, Deadlines
	https://asccareersuccess.osu.edu/sites/default/files/2021-06/ASC%20Resume%20Rubric.pdf **DUE**: Cover letter and resume by 11:59 p.m. on Friday. **DUE**: Flower petal 1: People by 11:59 p.m. on Friday.
Week 3 **Sept. 5-9, 2022**	**CAREER COACHING AND WORKING WITH PEOPLE** **PRERECORDED LECTURES**: This week's lecture will cover working with a career coach and using the career coaching resources offered at Ohio State. Lectures will also cover working with others. The lecture is in the weekly module in Carmen. **READ:** Chapter 7 (You Get to Choose Where You Work) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. Boyle, D., Mahoney, D., Carpenter, B., & Grambo, R. (2014). The importance of communication skills at different career levels: Insights from the profession. *The CPA Journal,* 40-45. ## COLLEGE OF ARTS AND SCIENCES CAREER SUCCESS TIP SHEET Working with a career coach https://asccareersuccess.osu.edu/sites/default/files/2021-06/Working%20with%20a%20Career%20Coach.pdf **COLLEGE OF ARTS AND SCIENCES CAREER SUCCESS VIDEOS** Amanya Paige (career coaching and networking) https://www.youtube.com/watch?v=rSmxtBP8Nz8&list=PLY21qBmvs64JE20yRXgRphJvRUWXKlCyg&index=20 Lisa Jok (Peer Career Coach) https://www.youtube.com/watch?v=4a-GFZRNBIQ&list=PLY21qBmvs64JE20yRXgRphJvRUWXKlCyg&index=7 **ASSIGN**: Career Coach Meeting Discussion Assigned with Arts and Sciences Career Services
Week 4 **Sept. 12-16, 2022**	**PROACTIVE CAREER BEHAVIORS** **PRERECORDED LECTURES**: These lectures will cover what you need to be thinking about regarding your future and what you will need to be doing on a daily basis to succeed in your job search. The Corporate Research assignment and the second petal of the Flower Exercise will be explained. The lectures are in the weekly module in Carmen. **READ**: Chapter 6: Petal 2 pages 124-129 (The Flower Exercise: Self-Inventory, Part 2) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. Benbunan-Fich, R. (2012). The ethics and etiquette of multitasking in the workplace. *IEEE Technology and Society Magazine*, *31*(3), 15-19. doi:10.1109/MTS.2012.2211391 Strauss, V. (2017). The surprising thing Google learned about its employees – and what it means for today's students. *Washington Post*. Retrieved from: https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/ Walker-Donnelly, K., Scott D. A., & Cawthon, T.W. (2019). Introduction: Overview and application of career development theories. *New Directions for Student Services, 166,* 9-17. Retrieved from http://rave.ohiolink.edu/ejournals/article/367920648 Are You Career Ready? (https://artsandsciences.osu.edu/sites/default/files/Are%20You%20Career%20Ready.pdf) LinkedIn for Students (https://university.linkedin.com/linkedin-for-students). Explore this LinkedIn website for higher education.

Week and Dates	Topics, Readings, Assignments, Deadlines
	WATCH: Brene Brown on Daring Classrooms at SXSWedu 2017 (http://www.youtube.com/watch?v=DVD8YRgA-ck). **DUE**: Corporate Research Assignment by 11:59 p.m. on Friday. **DUE**: Flower petal 2: Working Conditions by 11:59 p.m. on Friday.
Week 5 **Sept. 19-23, 2022**	**UNDERSTANDING INTERNSHIPS IN COMMUNICATION AND CONDUCTING AN INFORMATIONAL INTERVIEW** **PRERECORDED LECTURES**: The lecture will cover understanding internships. The lecture is in the weekly module in Carmen. **READ**: UNC-Charlotte Mass Media Alums Reflect on The Importance of Internships in Collegehttps://communication.charlotte.edu/sites/communication.charlotte.edu/files/media/docs/internship%20article%201%20pdf%20.pdf Internships-Are They Worth It. https://www.boisestate.edu/comm-media/2020/02/27/internships-are-they-worth-it/ **DUE**: Research Findings and Follow-up Discussion – one 200- 400-word initial post by 11:59 p.m. on Wednesday and two 100- 200-word responses to peers by 11:59 p.m. on Friday.
Week 6 **Sept. 26-30, 2022**	**CHALLENGES IN THE JOB SEARCH** **PRERECORDED LECTURES**: These lectures will cover the job search process and the third petal of the Flower Exercise. The lectures are in the weekly module in Carmen. **READ:** Chapter 4 (Choose a Career, Change a Career, or Find a Job: What Works), and 6: Petal 3 pages 130-149 (The Flower Exercise: Self-Inventory, Part 2) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **DUE**: Career Development Plan by 11:59 p.m. on Friday. **DUE**: Flower petal 3: Transferable Skills by 11:59 p.m. on Friday.
Week 7 **Oct. 3-7, 2022**	**CONSTRUCTING YOUR ONLINE PROFILE** **PRERECORDED LECTURES**: This lecture will cover how to create your online profile using the LinkedIn platform. The lecture is located in the weekly module in Carmen. **READ**: Chapter 8 (Your Resume is Already Online) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **COLLEGE OF ARTS AND SCIENCES CAREER SUCCESS TIP SHEETS** Building a professional presence online https://asccareersuccess.osu.edu/sites/default/files/2021-07/asc-ccps-building%20a%20professional%20presence%20online.pdf LinkedIn Profile Checklist – College Students https://asccareersuccess.osu.edu/sites/default/files/2021-08/linkedin-profilechecklist-college_students.pdf Build your personal Brand https://asccareersuccess.osu.edu/sites/default/files/2021-08/linkedin-tipsheet_buildingyourbrand.pdf Communicating on LinkedIn https://asccareersuccess.osu.edu/sites/default/files/2021-08/linkedin-tipsheet_communicatingonlinkedin.pdf **Required Viewing**

Week and Dates	Topics, Readings, Assignments, Deadlines
	How to Get STARTED On LinkedIn in 2022 by Professor Heather Austin https://www.youtube.com/watch?v=qG4NF-2tt4c Top 5 LinkedIn Profile Tips! by Jeff Su. https://www.youtube.com/watch?v=BcfGWi8Qywk **DUE:** LinkedIn Profile Assignment by 11:59 on Friday.
Week 8 **Oct. 10-14, 2022** AUTUMN BREAK OCT. 13-14	**FIRST YEAR IN CAREER** **PRERECORDED LECTURES**: These lectures will cover how to communicate about your degree to fit the workplace, attire, confidence, attitudes, and practices you want to adopt to project your best professional self, workplace expectations and workplace etiquette. The lectures are in the weekly module in Carmen. **READ:** Chapters 3 (How to Deal with Any Challenges You Have in the Job Search), and 6: Petal 4 pages 150-159 (The Flower Exercise: Self-Inventory, Part 2) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. Anderson, L. E., & Bolt, S. (2016). *Professionalism: Skills for workplace success*. Pearson. (Read pages 17-32 and 45-60) Communication skills are vital in all we do as educators and clinicians. (2000). *Education for Health,* 13, 157-160. Who decides what professional clothing is? (2017, July 13). *Racked*. Retrieved from https://www.racked.com/2017/7/13/15900900/professional-dress-office-code **DUE**: Schedule your mock interview time slot by 11:59 p.m. on **Wednesday, October 12.** **DUE**: Flower petal 4: Knowledges by 11:59 p.m. on **Wednesday, October 12.**
Week 9 **Oct. 17-21, 2022**	**INTERVIEWING FOR YOUR CAREER IN COMMUNICATION** **PRERECORDED LECTURES**: The lecture will cover interviewing tips and tricks and the importance of job fairs. The lecture is in the weekly module in Carmen. **READ**: Chapter 9 (Fifteen Tips About Your Job Interview) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. Ganguly, S. (2017). Understanding nonverbal cues: A key to success in interviews. *The IUP Journal of Soft Skills*, 11(2), 62-72. Lackner, C., & Martini, T. (2017). Helping university students succeed at employment interviews: The role of self-reflection in e-portfolios. *Teaching and Learning Inquiry*, 5(2), 3-15. doi.org/10.20343/teachlearninqu.5.2.2 27 Most Common Job Interview Questions and Answers https://www.inc.com/jeff-haden/27-most-common-job-interview-questions-and-answers.html ASC Career Success tip sheets on interviewing: https://artsandsciences.osu.edu/career-success/students/navigating-career-planning-process/guides-tip-sheets **DUE:** Mock Interviews start. Interview options are available over the next 4 weeks. Please see the signup links under the assignment tab in Carmen. Interviews will be conducted over Zoom. **DUE:** Mock Interview Follow-up E-mail. This email will be typed and uploaded as a word doc to the assignment folder within 24 hours after your interview time. **DUE**: LinkedIn Profile Online Discussion – one 200- 400-word initial post by 11:59 on Wednesday and two 100-200-word responses to peers by 11:59 pm on Friday. **DUE**: Exam 1 by 11:59 p.m. on Friday.
Week 10 **Oct. 24-28, 2022**	**ELEVATOR SPEECHES** **PRERECORDED LECTURES**: The lectures will feature tips on being prepared for chance encounters with potential employers or mentor and how to deliver an elevator speech. An additional lecture will cover personal

Week and Dates	Topics, Readings, Assignments, Deadlines
	financial management of a first-year employee including salary negotiation, benefits and retirement options. The lectures are in the weekly module in Carmen. **READ**: Chapter 6: Petal 5 pages 160-167 (The Flower Exercise: Self-Inventory, Part 2), and 10 (The Five Secrets of Salary Negotiation) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. What is an elevator pitch and why do I need one https://careerdevelopment.princeton.edu/sites/g/files/toruqf1041/files/media/elevator_pitch.pdf **WATCH**: **https://www.youtube.com/watch?v=6C03u9qvSEQ** **DUE**: Elevator script and video by 11:59 p.m. on Friday. **DUE:** Career Coach Meeting Discussion – one 200- 400-word initial post by 11:59 p.m. on Wednesday and two 100- 200-word responses to peers by 11:59 p.m. on Friday. **DUE:** Flower petal 5: Salary by 11:59 p.m. on Friday. **DUE:** Mock Interviews continue. Interview options are available over the next 3 weeks. Please see the signup links under the assignment tab in Carmen. Interviews will be conducted over Zoom. **DUE:** Mock Interview Follow-up E-mail. This email will be typed and uploaded as a word doc to the assignment folder within 24 hours after your interview time.
Week 11 **Oct. 31-Nov. 4, 2022**	**PROFESSIONAL PORTFOLIO CREATION** **PRERECORDED LECTURES**: This week's lectures will feature portfolio preparation, creation, and examples. The lectures are in the weekly module in Carmen. **READ**: Okoro, E. A., Washington, M.C., & Cardon, P.W. (2011) E-portfolios in business communication courses as tools for employment. *Business Communication Quarterly, 74*(3), 347-351. doi: 10.1177/1080569911414554 Woodbury, D., Addams, L., & Neal, W. (2009). The career portfolio: A practical job search tool. *Journal of College Teaching & Learning,* 6(4), 7-14. **Portfolio Creation Links** How to Build a Portfolio Website That Shines https://www.forbes.com/advisor/business/software/build-a-portfolio-website/ How to Create an Online Portfolio: The Ultimate Guide https://www.wix.com/blog/creative/2018/04/how-to-make-online-design-portfolio-guide/ Create a Portfolio Website https://www.squarespace.com/websites/create-a-portfolio **DUE**: First Draft of Portfolio by 11:59 p.m. on Friday. **DUE:** Mock Interviews continue. Interview options are available over the next 2 weeks. Please see the signup links under the assignment tab in Carmen. Interviews will be conducted over Zoom. **DUE:** Mock Interview Follow-up E-mail**. This email will be typed and uploaded as a word doc to the assignment folder within 24 hours after your interview time.**
Week 12 **Nov. 7-11, 2022** *VETERANS DAY NOV. 11*	**PROFESSIONAL PORTFOLIO PEER REVIEW** **PRERECORDED LECTURES**: This week's lecture will continue the Flower Exercise self-inventory and share instructions for completing the sixth petal. The lecture is in the weekly module in Carmen. **READ**: Chapter 6: Petal 6 pages 168-174 (The Flower Exercise: Self-Inventory, Part 2) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press.

Week and Dates	Topics, Readings, Assignments, Deadlines
	DUE: Portfolio Peer Reviews. Provide a 100- 200-word critique of two of your classmate portfolios by 11:59 p.m. on **Sunday, November 13.** **DUE**: Flower petal 6: Geography by 11:59 p.m. on **Sunday, November 13.** **DUE:** Mock Interviews conclude this week. Please see the signup links under the assignment tab in Carmen. Interviews will be conducted over Zoom. **DUE:** Mock Interview Follow-up E-mail. This email will be typed and uploaded as a word doc to the assignment folder within 24 hours after your interview time.
Week 13 **Nov. 14-18, 2022**	**PROFESSIONAL PORTFOLIO FINAL DRAFT AND COMPLETED FLOWER EXERCISE** **PRERECORDED LECTURES**: This week's lecture will complete the Flower Exercise self-inventory instructions and prepare you for exam 2. The lecture is in the weekly module in Carmen. **READ**: Chapter 6: Petal 7 pages 175-187 (The Flower Exercise: Self-Inventory, Part 2) in Bolles, R. N. (2021). *What color is my parachute 2021: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **DUE**: Final Draft of Professional Portfolio by 11:59 p.m. on Friday **DUE**: Flower petal 7: Purpose in Life by 11:59 p.m. on Friday. **DUE**: Exam 2 by 11:59 p.m. on Friday
Week 14 **Nov. 21-25, 2022** *THANSGIVING BREAK NOV. 23-24* *INDIGENOUS PEOPLES'DAY/COLUMBUS DAY NOV. 25*	**GRADUATE SCHOOL** **PRERECORDED LECTURES**: This week's lecture will feature thoughts on graduate school and recommendation letters and test scores needed for strong applications. The lecture is in the weekly module in Carmen. **OPTIONAL READING IF YOU ARE PLANNING TO ATTEND GRADUATE SCHOOL**: Burt, S. (2014). Should you to go grad school? Slate. Retrieved from https://slate.com/human-interest/2014/05/whether-or-not-grad-school-is-right-for-] you-a-choose-your-own-adventure.html Richmond, A. S., Douglas, W. D., Woody, Fleck, B. K. B., Becker, S. E., Mace, B.L., Kranz, P. (2019). An evidence-based roadmap for success: Part 1 – the bumpy road of graduate school. *Scholarship of Teaching and Learning in Psychology*, 5(1), 37-51. doi: 10.1037/st10000130 Okay-Somerville, B., & Scholarios, D. (2017). Position, possession or process? Understanding objective and subjective employability during university-to-work transitions. *Society of Research into Higher Education*, 42(7), 1275-1291. doi: 10.1080/03075079.2015.1091813 Ch. 1-3 in Chakrabarty, P. (2012). *A guide to academia: Getting into and surviving grad school, postdocs, and a research job.* Chichester (UK): Wiley-Blackwell. **DUE**: Nothing-Enjoy the holiday break
Week 15 **Nov. 28-Dec. 2, 2022**	**NETWORKING STRATEGIES FOR CAREERS REQUIRING COMMUNICATION EXPERTISE** **PRERECORDED LECTURES**: This week's lectures will cover connecting with professionals, conducting an informational interview, and strategies for effective networking. The lectures are in the weekly module in Carmen. **READ:** Clark, T. (2009). Networking: A key to career communication and management consulting success. *Business Communication Quarterly,* 72(3), 344-348. doi: 10.1177/1080569909340629 Cooper, R., & Tang, T. (2010). The attributes for career success in the mass communication industries: A comparison of current and aspiring professionals. *Journalism and Mass Communication Educator,* 65(1), 40-55. **DUE**: Networking Assignment by 11:59 on Friday. **DUE:** Flower Exercise Reflection discussion – one 200- 400-word initial post by 11:59 p.m. on Wednesday and two 100- 200-word responses to peers by 11:59 p.m. on Friday.