SYLLABUS
COMM 3800

Career Development in Communication
Spring 2026 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Tonya Forsythe

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Phone number: 614-949-7737

Office hours: 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. (2021). *What color is your parachute 2022: Your guide to a lifetime of meaningful work and career success*. Ten Speed Press.

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):	
Resume	**60/6%**
Corporate Research Assignment	**150/15%**
Networking "Ask" e-mail	**25/2.5%**
Career Development Plans	**120/12%**
LinkedIn Profile Assignment	**100/10%**
Networking Interview Reflection	**60/6%**
Professional Portfolio	**175/17.5%**
The Flower Exercise	**70/7%**
ONLINE DISCUSSIONS (6 at 40 points each) 1. **Cafe** 2. **Career Coach Meeting** 3. **LinkedIn Profile Peer Review** 4. **Portfolio Peer Review** 5. **Flower Exercise Reflection** 6. **Networking Interview Reflection**	**240/24%**
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)

Resume   **6%   60 pts.**
Students create and submit a 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 observing and analyzing verbal, nonverbal and intercultural communication that can be found on companies online. Also use research skills to investigate potential job opportunities accessing the Occupational Outlook Handbook managed by the U.S. Bureau of Labor Statistics online at https://www.bls.gov/ooh/home.htm to be able to ultimately answer the question: *I have a Communication degree – Now what?* Employment areas explored should follow your career passion. 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 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. Each student will also pick **one** company and 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 complete the two job tables and the 1 company table sharing 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 two classmates.

Career Development Plan   **12%   120 pts.**
This writing assignment is a three-part document – short-term career plan, long-term career plan and back-up career plan.
COMPLETE the 1-page short-term career plan table located in the module.
COMPLETE the 1-page long-term career plan table located in the module.
COMPLETE the 1-page back-up career plan table located in the module.

Networking "Ask" E-mail   **2.5%   25 pts**
You will write an email based on the rubric and prompt to ask for an interview for your Networking assignment. You will also create a professional signature graphic for the close of your email.

Networking Interview Reflection   **6%   60 pts.**
Networking is an important part of the job search and learning process. 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.* Students will apply networking principles and occupational psychology attributes to this assignment.
In this assignment you will complete an information seeking interview with a professional of your choice who is in a field you are interested in pursuing post-graduation. You will contact the professional and set up a 20-minute to 1-hour casual conversation with them that may or may not include coffee! The goal of this assignment is for you to network and make connections while gathering information about potential careers in your field. You will then write a reflection based on your experience. Please see the rubric for specific requirements. You will submit your reflection for your networking interview using the table provided.

The Flower Exercise   **7%   70 pts.**
This semester-long self-inventory will give you the opportunity to break down your career goals in seven areas. The process will help you determine what you would like to do for a career while you explore your skills, passions, and other deciding factors like location, people, and working conditions.

Professional Career Portfolio or Brand Website   **17.5%   175 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. Final portfolio links will be submitted to a Carmen dropbox.

ONLINE DISCUSSIONS (6)   **24%   240 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. **No discussion posts or replies will be accepted more than 7 days past the due date. No exceptions.**

1. Café
2. Career Coach Meeting
3. LinkedIn Profile Peer Review
4. Portfolio Peer Review
5. Networking Interview Reflection
6. 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.

Due dates and late penalties

All submitted assignments are due on the due date listed on the syllabus and within Carmen. Assignments submitted within 24 hours past the due date will have a 10% late penalty of the final assignment grade. Assignments submitted 48 hours past the due date will have a 20% late penalty of the final assignment grade. Assignments submitted between 3-7 days late will receive a 50% late penalty of the final assignment grade. Assignments submitted 8 or more days late will be evaluated but will receive a zero grade. **No discussion posts or replies will be accepted more than 7 days past the due date. No exceptions.**

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

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students

are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.

Policy: Religious Holidays, Holy Days and Observances

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

https://slds.osu.edu/

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: http://civilrights.osu.edu/

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Counseling and Consultation Services / Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin

Success Center and 10th floor of Lincoln Tower. 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 by dialing 988 to reach the Suicide and Crisis Lifeline.

Military-Connected Students

The Military and Veterans Services (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

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 **Jan. 12-16, 2026**	**RESEARCH, THEORIES, ETHICS and CAREER OUTLOOK IN THE COMMUNICATION FIELD** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: 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 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **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 **Jan. 19-23, 2026** **MLK DAY JAN. 19**	**SELF INVENTORY and CREATING A RESUME** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapters 5 (Introduction to the Flower Exercise), and 6: Petal 1 pages 111-124 (The Flower Exercise: A Comprehensive Self-Inventory) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **DUE**: Resume by 11:59 p.m. on **SATURDAY.** **DUE**: Flower petal 1: People by 11:59 p.m. on **SATURDAY.**
Week 3 **Jan. 26-30, 2026**	**CAREER COACHING and WORKING WITH PEOPLE** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 7 (You Get to Choose Where You Work) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **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.
Week 4 **Feb. 2-6, 2026**	**PROACTIVE CAREER BEHAVIORS** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 6: Petal 2 pages 124-129 (The Flower Exercise: A Comprehensive Self-Inventory) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **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 **Feb. 9-13, 2026**	**UNDERSTANDING INTERNSHIPS and CONDUCTING AN INFORMATIONAL INTERVIEW** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **DUE**: Networking "Ask" e-mail by 11:59 p.m. on Friday.

Week and Dates	Topics, Readings, Assignments, Deadlines
Week 6 **Feb. 16-20, 2026**	**CHALLENGES IN THE JOB SEARCH** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 4 (Choose a Career, Change a Career, or Find a Job: What Works), and 6: Petal 3 pages 130-150 (The Flower Exercise: A Comprehensive Self-Inventory) in Bolles, R. N. (2021). *What color is my parachute 2022: 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 **Feb. 23-27, 2026**	**CONSTRUCTING YOUR ONLINE PROFILE** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 8 (Your Resume is Already Online) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **DUE:** LinkedIn Profile Assignment by 11:59 on Friday.
Week 8 **March 2-6, 2026**	**FIRST YEAR IN CAREER** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapters 3 (How to Deal with Any Challenges You Have in the Job Search), and 6: Petal 4 pages 150-159 (The Flower Exercise: A Comprehensive Self-Inventory) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **DUE**: Flower petal 4: Knowledges by 11:59 p.m. on Friday.
Week 9 **March 9-13, 2026**	**INTERVIEWING FOR YOUR CAREER IN COMMUNICATION** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 9 (Fifteen Tips About Your Job Interview) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **DUE**: LinkedIn Profile Online Discussion – Provide a 50- to 100-word critique of two of your classmates LinkedIn profile by 11:59 pm on Friday.
March 16-20, 2026	**SPRING BREAK**

Week and Dates	Topics, Readings, Assignments, Deadlines
Week 10 **March 23-27, 2026**	**SALARY NEGOTIATION** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 6: Petal 5 pages 160-167 (The Flower Exercise: A Comprehensive Self-Inventory), and 10 (The Five Secrets of Salary Negotiation) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **DUE:** Flower petal 5: Salary by 11:59 p.m. on Friday.
Week 11 **March 30-April 3, 2026**	**PROFESSIONAL PORTFOLIO CREATION** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **DUE**: First Draft of Portfolio by 11:59 p.m. on Friday.
Week 12 **April 6-10, 2026**	**PROFESSIONAL PORTFOLIO PEER REVIEW** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 6: Petal 6 pages 168-174 (The Flower Exercise: A Comprehensive Self-Inventory) in Bolles, R. N. (2021). *What color is my parachute 2022: Your Guide to a Lifetime of Meaningful Work and Career Success.* Ten Speed Press. **DUE**: Portfolio Peer Reviews. Provide a 100- 200-word critique of two of your classmate portfolios by 11:59 p.m. on Friday. **DUE**: Flower petal 6: Geography by 11:59 p.m. on Friday.
Week 13 **April 13-17, 2026**	**PROFESSIONAL PORTFOLIO FINAL DRAFT and COMPLETED FLOWER EXERCISE** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **TEXTBOOK READING**: Chapter 6: Petal 7 pages 175-187 (The Flower Exercise: A Comprehensive Self-Inventory) and The Blue Pages: Finding Your Mission in Life and The Final Words pages 309-331 in Bolles, R. N. (2021). *What color is my parachute 2022: 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.
Week 14 **April 20-24, 2026**	**REFLECTION** **DUE**: Networking Interview Reflection 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.
Week 15 **April 27-May 1, 2026**	**GRADUATE SCHOOL** **LECTURES**: The prerecorded lectures are located in the weekly modules in Carmen. **ADDITIONAL READING:** Links located in the weekly module in Carmen. **DUE**: Networking Interview 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.