Senior Seminar Syllabus

Senior Seminar
COMM 46091-600
Call #: 17960
Spring 2011

M 6:55-9:35 p.m., Main Hall 211
Instructor: Erin E. Hollenbaugh, PhD
Office: Main Hall 458
Office Phone: 330-244-3458
Email Address: ehollen2@kent.edu
Office Hours: MW 2-3:30 p.m., W 9 a.m.-11 a.m., or by appointment

Course materials…
- Recommended Text

Assigned readings and supplemental materials available in class and on the course website.

Student responsibility…It is the responsibility of the student to know and follow all policies in this syllabus. You are urged to read the syllabus and raise any questions you might have with me. This syllabus is a contract. If no objections are raised after the first week of class, I will assume you have read the syllabus and agree to submit to all of the policies within it.

Course description and goals…
As the capstone course for communication studies (Organizational, Public, and Interpersonal tracks), the purpose of this course is to help you integrate your course work, knowledge, and skills by applying them to contemporary issues. Through classroom discussions and activities/assignments, you will draw personal connections between the various classes you’ve taken and how they impact your life. Additionally, there is a career preparation component to this class where you will explore career options and ready yourself for integration into the workforce.

Specifically, in this course you will:
- Review and integrate aspects of major coursework;
- Strengthen skills in individual exploration of communication issues;
- Encourage identification of personal learning needs and processes to meet those needs;
- Facilitate collaborative learning in a larger environment;
- Explore contemporary communication and employment issues as manifested in current affairs;
Further your understanding of communication issues and how they influence your relationships, work, culture, etc.;

Consider ethics in communication;

Explore careers in communication and hone skills for seeking employment, and;

Become aware of career possibilities in communication and gain and understanding of opportunities for graduate work in communication.

NOTE: In order to pass this class and graduate, you must earn at least a C (C- is not acceptable).

Course website...
This course will make use of a Vista website. The website will be one way I will make important announcements (such as syllabus changes or class cancellations) and a forum for discussion. In addition, this website will contain a record of your grades and grading rubrics that may inform your assignments. Most class handouts will be repeated in electronic format on this website. Therefore, it is important you familiarize yourself with this website as soon as possible, and check it frequently. To access Vista, log into FlashLine, click on “My Courses,” and then click “Vista Single Sign On.” The first time you log in to Vista, you may need to check your browser to be sure it meets the minimum requirements. A link to the online browser check is available on the right side of the MyVista homepage. Contact the Helpdesk at stark-helpdesk@kent.edu or 330-672-HELP with Vista problems.

This website is available to help you succeed in the course. Feel free to make use of it how you wish, as long as it is used in a respectful manner. The chat room and discussion board feature may be especially helpful to you. If members of the class want certain pieces of information added to the website or a certain space made available, let me know.

My teaching philosophy...
I believe that the pursuit of knowledge is a privilege and a joy, and that college is perhaps the only time in a person’s life in which knowledge can be acquired and constructed without any other purpose than to make one a better, more well-rounded human. My attitude toward education does not mean, of course, that I think students should not be future-minded and eager to apply class content to their lives. Quite the opposite, in fact. In every class I teach, I strive to help students see how the knowledge and critical thinking skills they are acquiring in the classroom transcends the university’s walls to inform their lives. Theory, research, and application must all come together to create a more complete education. I believe that as an instructor, it is my responsibility to help students see how learning is not only a means to an end, but an end in itself.

Emergency closings and class updates...
Announcements of class cancellations and/or campus closings will be made on the campus home page. In the case of an emergency, weather-related or otherwise, please check the web page at http://stark.kent.edu for information on the buildings and times of the closing. While information may be broadcast by radio and television, this should be confirmed by the web page, which is the official announcement of the campus and which will be the information
used to determine issues related to student attendance, rescheduling of tests, and other concerns.

For your convenience, you should consider signing up for Flash ALERTS. This system sends you a text message whenever there is a campus closing or emergency. See http://www.kent.edu/studentlife/safety/flash-alerts.cfm for step-by-step instructions to sign up.

**In Case of Emergency…**
Campus Security may be reached by dialing x53123 on campus, or 330-705-0430. As always, 911 is an option for medical and other emergencies. You may wish to program this number in your cell phone so it is accessible if and when needed.

**Class Policies**

**Students with Disabilities:** Kent State University recognizes its responsibility for creating an institution atmosphere in which students with disabilities can succeed. In accordance with University Policy Subpart E…104.44, if you have a documented disability, you may request accommodations to obtain equal access in this class. Please contact the disability coordinator on campus, Sue Savickas in Student Accessibility Services, located in the Student Success Center, lower level of the Campus Center, phone (330) 244-5047, or ssavicka@kent.edu. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. **Students with disabilities will be required to take exams on the same day and, if at all possible, at the same time as the scheduled test in class.**

**The 24-Hour Rule:** As a student myself, I understand there are times you may wish to contact me to discuss a grade on a particular assignment, whether via email, phone, or face-to-face. In fact, I encourage you to contact me if you do not understand your graded work, as this is an important learning tool. I will not discuss the rationale behind grades until 24 hours after I have returned feedback to you. This is to allow ample time to think about the feedback, rather than simply reacting to what you may initially feel is an unfair grade.

**Attendance:** Attendance is an important component of this course. Not only do you need to be in class to better understand the course content, but your participation will contribute to your peers’ learning, also. Although there is no formal attendance policy, your attendance and participation in this course is expected. You will need to attend regularly in order to succeed.

An unexcused absence is one that you take at your discretion. Excused absences are those which you could not control. For example, illness, auto accidents, and deaths in the family are considered excusable; sleeping in and being called into work are not. If you miss an assignment due to an excused absence, please supply documentation (e.g., a note from your doctor or the health center, or a traffic ticket) upon return to class. Accumulating numerous absences and then miraculously providing documentation at the end of the semester will not be tolerated.
It is also important to be in class on time. We have a lot of content to cover this semester, so it is necessary to begin class at the published time. Students who consistently arrive late to class will receive reductions in their participation grades.

Although there is not an attendance policy, I still need to take attendance. It is the student’s responsibility to daily sign the attendance sheet, which will be passed around at the beginning of class. Claims that students did not receive the sign-in sheet for previous absences will not be tolerated. If you are having problems with attendance, please keep me informed. Do not wait until the end of the semester to tell me you have consistently been absent for a really good reason (e.g., a family member is terminally ill). I am pretty understanding, and will work with you to help you succeed in this class.

**Academic Honesty:** Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in a failing grade for the work or for the entire course. Students who plagiarize may be asked to attend a workshop on plagiarism, sponsored by the library. Repeat offenses result in dismissal from the University. University guidelines require that all infractions be reported to the Student Conduct Officer on our campus. The full policy for dealing with plagiarism can be found at [http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=505](http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=505).

**Course Registration:** It is the policy of Kent State University that students are not permitted to attend classes for which they are not officially enrolled. It is the student’s responsibility to ensure proper enrollment in classes, so please review your schedule before the published add/drop date to make sure you are properly enrolled. Should you find an error in your class schedule, you must fix it before the published add/drop date. If registration errors are not corrected by that date and you do continue to attend and participate in classes for which you are not officially enrolled, you will not receive a grade or academic credit at the conclusion of the semester.

If you are considering withdrawing from this course, please consult with a staff member in the Student Services Office, 134 Main Hall. Withdrawal from a course can affect financial aid, student status, or progress within your major. For withdrawal deadlines, please refer to [http://www.registrars.kent.edu/home/TermUpdate/sche_adj.htm](http://www.registrars.kent.edu/home/TermUpdate/sche_adj.htm).

**Writing Policy:** It is not enough just to have good ideas; you must be able to clearly and effectively communicate those ideas. Therefore, the quality of your writing is crucial in this and other communication courses. Grammar, spelling, punctuation, and format will be considered when grading your assignments. You are allowed three mistakes before points will be deducted.

All assignments must be typed unless otherwise specified. Use 12-point, Times New Roman font with 1” margins on all four sides. (NOTE: This is NOT the default in Microsoft Word.) Please double-space and staple your papers. You should adhere to APA style when formatting your papers. Include a title page and headings in each paper. See “APA Guide – Title Page and Headings” on the course website for a guide.
Assignments...

There will be several graded assignments throughout the course of the semester. Grading rubrics for most assignments and presentations will be available on the course website.

Written assignments are due at the beginning of class, unless otherwise specified. Assignments turned in by 10 p.m. on the day they are due will receive a 5% grade reduction; assignments turned in later than that will receive a 10% grade reduction for each class period they are late, unless it is due to an excused absence. When at all possible, please inform me ahead of time of an absence on a day an assignment is due. Try to make arrangements (e.g., drop it off to the faculty secretary earlier or send the assignment with a friend/classmate) to get your assignment to me on time if possible. I prefer not to accept emailed assignments, so please plan accordingly. There are multiple computer labs located throughout campus, including this building, in which you can print your assignments. All assignments should be typed unless otherwise specified.

Career Preparation

Career Exploration (20 pts.)

In order to explore the possible careers available to you post-graduation, you will complete the MyPlan assessments available through Career Services. Access MyPlan from Flashline’s Student Career Path tab. In the middle of the page should be a box labeled “Explore Majors and Careers.” Choose “MyPlan.” Create a free account according to the instructions, or login to your existing account if you have already created one. Once you’ve created an account, choose “Take an Assessment.” Complete the four free or licensed assessments at the top of the page.

Upon completion of all four assessments, print your results page. Then, explore several of the recommended careers, including information available in the Occupational Outlook Handbook. If you have an intended career in mind, find that career on the list and explore the possible fit of that position.

Write a 2-3 page double-spaced reflection on these assessments. Address the following questions in two sections:

- Section 1: Assessments
  - How accurate do you think the results are for each of the four assessments? Why?
  - Did you learn anything new about yourself from these assessments?

- Section 2: Possible Careers
  - Which of the recommended careers could you see yourself pursuing?
  - Was your intended career a good “fit?” How does that affect your decisions about career exploration (if at all)?

Include a title page, introduction (with purpose and preview statements), headings, and conclusion (with summary statement). Also, attach a copy of your assessment results for my review.
Cover Letter/Resume (10 pts.)
Select a career from your Career Exploration assignment, and create a cover letter and resume for this job.

Cover Letter – The cover letter is a necessary and important part of getting you an interview. Therefore, take care to write an individualized cover letter highlighting your qualifications for each position for which you apply. A general model for a cover letter is available on the course website.

Resume – A resume is a complete outline of your qualifications for a specific job. Resumes should be included with any letter of application or inquiry. To develop your resume writing skills, you will craft a resume for your chosen job. When preparing your resume:

- Select an appropriate format.
- Clearly state your objective and the kind of employment you are seeking. Career objectives are clearly stated goals indicating the kind of employment you are seeking. Your objective statement should be one well-developed sentence that avoids generalities such as “working with people” or “a challenging position in management.” Objectives should be observable, measurable, attainable, and specific. Write a career objective statement for your intended career and place it in your resume.
- Group your information in major categories – Education, Work Experiences, Military Experience (if relevant), Certificates or Licenses, Transferable Skills, Professional Memberships and Organizations, Honors and Awards, Hobbies/Interests/Community Service, and “References available upon request.”
- Choose a writing style with which you are comfortable, such as first person narrative, third person, or bullet form.
- Pay careful attention to how readable and appealing your resume is. It should be free of any errors and should give off a positive impression.
- A good resume should never be more than two pages long (one page is preferable).

Transferable Skills (15 pts.)
Transferable skills are the talents or gifts you have that you use no matter what career you choose. To identify your transferable skills, write TWO stories about something you wanted to accomplish (whether at a job, in school, in an extracurricular activity, or in everyday life) that was successful. Indicate the obstacles, hurdles, or constraints you faced. Step by step, describe what you did to accomplish your goals. After the stories are written, analyze them for the transferable skills you demonstrated. Then, write a conclusion that describes your transferable skills, drawn from these stories.
Career Interview (100 pts.)

The purposes of this assignment are to: 1) learn more about a possible future career, 2) develop your skills in informational interviewing, and 3) help you make personal contacts that may help you advance toward your career goals. For this assignment, choose someone who is in a field you are interested in pursuing. This person should NOT be a friend, family member, co-worker, or current boss. Gather appropriate information about this person before requesting 20-30 minutes for an informational interview. When you schedule the interview, be professional and respectful. Explain the purpose of the interview and that the interview is for a class project. Also, let the interviewee know that he/she will be asked to evaluate your interviewing skills after the interview. Feel free to give my contact information if the interviewee wants more information on the assignment.

For this project, you should complete a number of steps:

- Compile a cover sheet with the interviewee identified, including his/her name, job title, employer, work address, and work phone number. You should also explain how you identified the interviewee and what research you did on his/her job and/or organization before the interview.
- Prepare an interview schedule that contains both primary and possible secondary or probing questions. Be prepared to adapt your questions as you go along, and don’t be afraid to rearrange your interview schedule “on the fly.” Sample questions might include:
  - Why did you choose this career?
  - What are the qualities you feel a person needs to be successful in this job?
  - What is your typical workday like?
  - What are the advantages/disadvantages of your job?
  - Exactly what does your job entail?
  - What educational requirements are there to this type of job?
  - What learning experiences benefited you the most in preparing you for this job?
  - What communication skills are necessary to be successful in this job?
  - What percentage of your day is spent communicating one-to-one?
  - What percentage of your day is spent communicating in small group settings?
  - What percentage of your day is spent giving presentations to large groups?
  - What percentage of your day is spent listening?
  - What advice would you give someone starting out in this career?
  - What questions could I expect if I were interviewing for a job of this type?
  - What are your goals for the future?
  - What do you expect to be doing 5 years from now? 10 years?

You may wish to use some of these, but remember, you should plan for a 20-30 minute interview.
Before the interview, prepare an addressed, STAMPED business envelope with my address on it:

Erin E. Hollenbaugh  
Communication Studies  
Kent State University at Stark  
6000 Frank Ave. NW  
North Canton, OH 44720

Bring this envelope, along with a copy of the “Interviewee Evaluation Form” (available on the course website) to the interview.

- **Dress professionally for the interview.** At the interview, take careful notes, and remember to be respectful. When 20-30 minutes are up, end the interview. If the interviewee says you can stay longer, tell them “I don’t want to take more of your time than I said I would.” Only extend the interview if they BEG you to. Remember: The first time they say to stay is probably just the person being polite.

- At the conclusion of the interview, hand the evaluation form and envelope to the interviewee. Be sure to thank the interviewee for his/her time. **Follow up with a handwritten thank you note, mailed to his/her place of employment.**

- Prepare a 3-4 page (double-spaced) paper analyzing your preparation for and implementation of the actual interview, a summary of the information you received from the interview, and your overall evaluation of the exercise. In this paper, include the following:
  - An introduction that previews the main points of the paper, and describes the interviewee’s name, position, and employer.
  - A description of your preparation for the interview.
  - A description of how you implemented the interview (explain what happened).
  - A summary of the information you received during the interview.
  - Your overall evaluation of the exercise (whether or not it was useful).
  - A conclusion that summarizes your main points.

Compile the following items in a folder to turn in:

- **Cover sheet with information about the interviewee** (as described in the first bullet point of the preceding page).
- **Interview schedule, with questions actually asked in the interview in bold underlined.**
- **Notes taken during the interview.**
- **3-4 page interview analysis.**

I will not grade your assignment until I receive the evaluation form from the interviewee, as this information will be a part of your final grade.
Mock Interview (30 pts.)
To practice your interviewing skills, you will take part in a mock interview Chris Paveloi, the director of Career Services at KSU at Stark. This assignment can be completed at any time throughout the semester before the posted due date. It is your responsibility to make an appointment well in advance of the due date with Chris Paveloi by calling 330-244-5050 or stopping into the Student Success Center.

Show up early for your appointment and bring a copy of your resume and cover letter, tailored to the kind of job you would like to seek post graduation. Also, bring a copy of the “Mock Interview Evaluation Form” available on the course website. Dress professionally, as if this were an actual interview. The interviewer will grade the majority of your mock interview. (5 points will be attributed to turning in your complete materials on time.)

Portfolio
A major assignment in this class is the portfolio, which will be completed in a hard copy format (i.e., binder) AND an electronic format (i.e., website). This portfolio is intended to help you reflect on your college experience in hopes to springboard you in a job search.

Prep List (10 pts.)
To help you begin organizing materials for your portfolio, you will submit an outline listing all of the items you will include in your portfolio. The following items are required:

I. Introductory Section
   A. Portfolio cover page
   B. Table of contents
   C. Reflective self-analysis
   D. Cover letter/resume

II. Academic Program Portfolio (should include all major assignments related to your concentration – organizational, interpersonal, public – completed to date)
   A. List courses in the core, your concentration, and any additional relevant courses, along with a representative assignment. See www.kent.edu/comm for information on major requirements and course descriptions.

III. Ancillary Life Skills (includes practical skills you can demonstrate, such as through…)
   A. Internships
   B. Professional writing (e.g., publications in Daily Kent Stater, etc.)
   C. Honors/Awards
   D. Membership certificates
   E. Volunteer experiences
   F. Materials from activities on resume

Reflective Self-Analysis – draft (10 pts.)
Prepare a draft of your 5-6 page (double-spaced) reflective self-analysis for inclusion in your portfolio. This self-analysis should be a narrative that tells the story of your development through your education in Communication Studies. Describe your
overall journey through Kent State. How did you get to where you are today? How have you grown and improved, and who or what has influenced you? Why did you become a communication major? What courses or events challenged you and why? What direction do you see yourself taking with your degree? What are your career plans and aspirations?

For this paper, you should choose a theme and organize your story around that theme.

Portfolio (150 pts.)

The paper version of your portfolio should present your academic and professional development throughout your college experience. It is important that this portfolio is clean and professional. It should be free of ANY spelling, grammar, and punctuation errors. Be creative as you choose your theme to organize your portfolio around (should be restated in your reflective self-analysis), but still ensure that your portfolio is professional – something you would be proud to display in an interview setting.

Work submitted under your name should be your work. Any material taken from other sources must be properly attributed throughout the portfolio. If you include collaborative projects in your portfolio, be sure that you credit the other writers and explain your contribution to the piece in the project introduction.

Your portfolio should have a title page and table of contents. List the contents of your portfolio in the order the items appear.

The sections of the portfolio include:

- Reflective Self-Analysis (revised) – 20 pts.
  - Description above.
- Cover Letter (revised) – 20 pts.
  - Description above. In this instance, find a specific job listing and tailor your cover letter accordingly.
- Resume (revised) – 20 pts.
  - Description above.
- Academic Program Portfolio – 50 pts.
  - In this section, you should include completed assignments from your coursework that evidence your growth and skills. Items may include short essays, papers, and projects. Required courses in your concentration MUST be represented by at least one assignment. You should also include any other courses that relate to the story you are telling in your portfolio.
  - Each entry in the academic program portfolio must be a clean copy of the assignment with page numbers and running heads in the upper right-hand corner, with each assignment having a new sequence of page numbers.
  - A course cover page should precede each course and indicate the course name, course number, semester and year of completion, and instructor.
An assignment course cover page should precede each assignment and should explain to reviewers what course the assignment was completed for and what the goals of the assignment were. You should first describe the assignment, and then reflect on the overall project. Explain how you handled the assignment, why you included it in the portfolio, what changes you would make from the original assignment, and what you learned from the process of completing the assignment. If the assignment was a collaborative project, list the other group members' names and explain in detail your role in the production. (See “Assignment Cover Page Template” on the course website for an example of how you might structure these cover pages.) Remember, you are framing your portfolio for reviewers who might not be familiar with your emphasis area, so explain the significance and what your goals for the assignment were. Bear in mind, it is not necessary to include every assignment you produced while you attended Kent State.

- Ancillary Life Skills – 30 pts.
  - In this section, show who you are as an individual, providing items that tell the reviewer about the person you are. Items included in this section are internships, honors, awards, membership certificates, volunteer experiences, and materials from activities listed on your resume.
  - Item cover pages must precede each item, and should explain to reviewers what the item presented represents. Odd shaped items should be presented in page protectors.

- Miscellaneous – 10 pts.
  - Your portfolio should employ a theme used throughout and should be visually appealing. Additionally, it should be professional in content and form.
  - Submission requirements: The hard copy portfolio must be submitted in a three-ring binder. The portfolio must be copy-ready. Items should be printed on 8 ½ x 11” white paper unless items are published products (brochures, flyers, newsletters, videos, etc.). Each items following the Table of Contents page must be separated by a section cover page. Each individual paper/project should include page numbers for that paper/project.
  - Materials submitted in the portfolio should be correctly spelled and carefully edited and proofread. You may not turn in copies that have been corrected by an instructor. In most cases, font type should be 12-point.
  - Portfolio items should be written using the style appropriate for each piece. Essays and literary pieces should follow APA or MLA guidelines. Journalistic pieces should be in AP style. All pages in the portfolio (except those submitted in published format) should be typed and printed on a laser printer, if available. Use the same type fonts and format throughout the portfolio for headings and body type.
Electronic Portfolio (50 pts.)

In today’s new media society, an electronic portfolio may be more useful to you in your job search than a paper copy. Therefore, you will translate the materials in your portfolio onto a free, professional website using [www.yola.com](http://www.yola.com). Handouts and further instruction will be provided in class. Your website should be well designed, visually appealing, complete, and free of errors. On the day the electronic portfolio is due, email me your web address by the start of class.

Communication Report

Presentation (100 pts.)

You will work in groups of 2 to prepare a 60-minute report on an advanced communication topic relevant to the 21st century. The purpose of this project is to thoroughly research a communication topic, including any theoretical explanations of the chosen concept and the state of current research on this topic. Your report should be instructional in nature. In essence, your group will be in charge of a class lesson. As such, be sure to build in at least one interactive activity and plenty of discussion/class interaction.

Your report should include the following:

- An introduction to the chosen concept and how it relates to the 21st century.
- Theoretical explanation(s) of the chosen concept, citing the best possible academic sources.
- Examples and illustrations of the concept, helping the audience apply it to their lives.
- Synopsis of current research on the concept, citing at least five research studies.
- Audience engagement through at least one activity and interaction.
- A handout that serves as a companion to the presentation, which includes a complete list of references (provide a copy for each student and the instructor).

Report Briefing (25 pts.)

One week following your presentation, write a 3-5 page (double-spaced) paper that addresses the following:

- Introduction – includes an overview of the presentation and a preview of the main points of the paper.
- Discuss your role as you prepared the presentation.
- Explain your reactions and feedback from the presentation.
- Address the question: What would you do differently if you had it to do over again?
- Conclusion – summarizes main points.
Seminar Contributions

Contemporary Issues Forum (30 pts.)
The purpose of this assignment is to make connections between communication concepts and contemporary issues. In a 10-minute discussion, you should present an issue reported on in an article from a reputable news source (other than the Daily Kent Stater) that is either in print or online. The article you select should not be more than seven days old. Bring a copy of the article for each member of the class, including the instructor. In your presentation, provide an overview of the issue and lead a discussion among classmates on the inherent communicative issues in the article. Be prepared to make significant connections between the issue and communication concepts, in the event that your classmates are unable to see the communicative relevance of the issue. In addition, you should prepare a one-page paper identifying the overall significance of this issue and why you selected this particular topic. This paper is due on the day of your presentation.

Participation (25 pts.)
According to Merriam-Webster Online, a seminar is “a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions.” Therefore, participation is essential to this class. Participation in class discussions and activities will be a part of your grade. You can earn participation points by asking and answering questions, participating in class discussions and activities, and bringing up relevant and current issues related to the communication discipline and careers in communication. You can lose participation points by disrupting class, being disrespectful of others, and consistently arriving late to class. Missed participation points due to absences (whether excused or unexcused) cannot be made up; if you are not in class, you cannot earn the points.
# Grading

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<td>Career Exploration</td>
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<td>Cover Letter/Resume</td>
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<td>Career Interview</td>
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<td>Mock Interview</td>
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<td>C</td>
<td>73-76%</td>
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</tbody>
</table>
# Course Schedule...

The following schedule is subject to change, at the discretion of the instructor. Any changes in the schedule will be announced in class and on the course website.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 10</td>
<td>Course introductions; portfolio planning</td>
<td></td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Martin Luther King Jr. Day – no class</td>
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</tr>
<tr>
<td>Jan. 24</td>
<td>Exploring careers in communication; job hunting</td>
<td>Portfolio Prep List due</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Cover letter and resume writing</td>
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</tr>
<tr>
<td>Feb. 7</td>
<td>Interviewing skills; transferable skills</td>
<td>Cover Letter and Resume due</td>
</tr>
<tr>
<td>Feb. 14</td>
<td>Impression management in FtF and CMC</td>
<td>Transferable Skills due</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>Career Services – Chris Paveloi</td>
<td>Career Exploration due</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Exploring graduate school</td>
<td>Reflective Self-Analysis draft due</td>
</tr>
<tr>
<td>March 7</td>
<td>Exploring graduate school, cont’d; portfolio workshop</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>Electronic portfolio workshop – <strong>meeting location TBA</strong></td>
<td>Portfolio due; bring Table of Contents and portfolio files</td>
</tr>
<tr>
<td>March 21</td>
<td>Spring Break – no class</td>
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</tr>
<tr>
<td>March 28</td>
<td>Graduate students’ visit; exploring graduate school, cont’d</td>
<td>Electronic Portfolio due (email URL by 6:55 p.m.)</td>
</tr>
<tr>
<td>April 4</td>
<td>Alumni visit; communication report workshop</td>
<td>Mock Interview due</td>
</tr>
<tr>
<td>April 11</td>
<td>Communication Reports</td>
<td>Career Interview due</td>
</tr>
<tr>
<td>April 18</td>
<td>Communication Reports</td>
<td></td>
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<tr>
<td>April 25</td>
<td>Communication studies focus group</td>
<td>Comm Report Briefing due</td>
</tr>
<tr>
<td>May 2</td>
<td>No meeting during finals week</td>
<td></td>
</tr>
</tbody>
</table>